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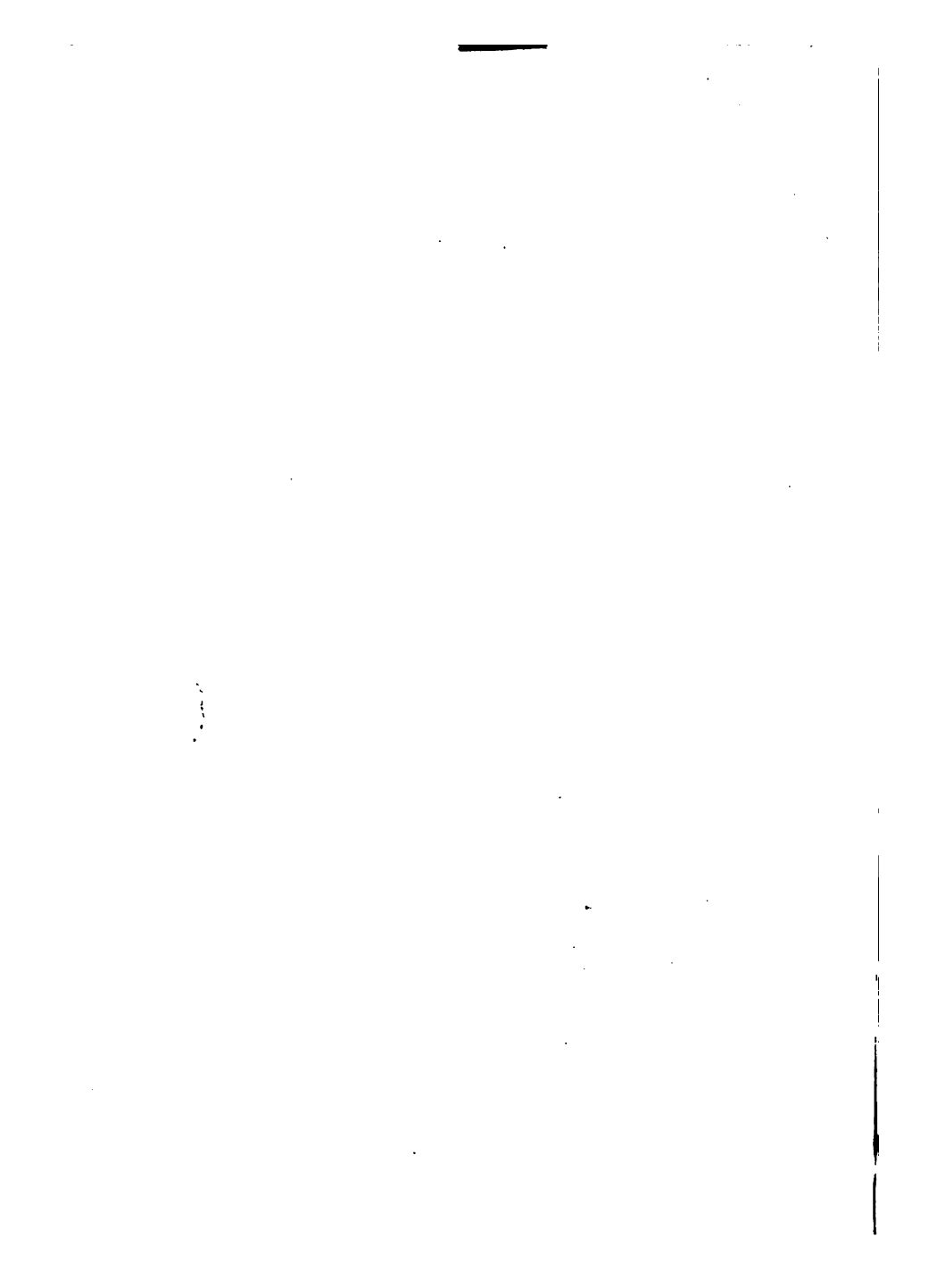
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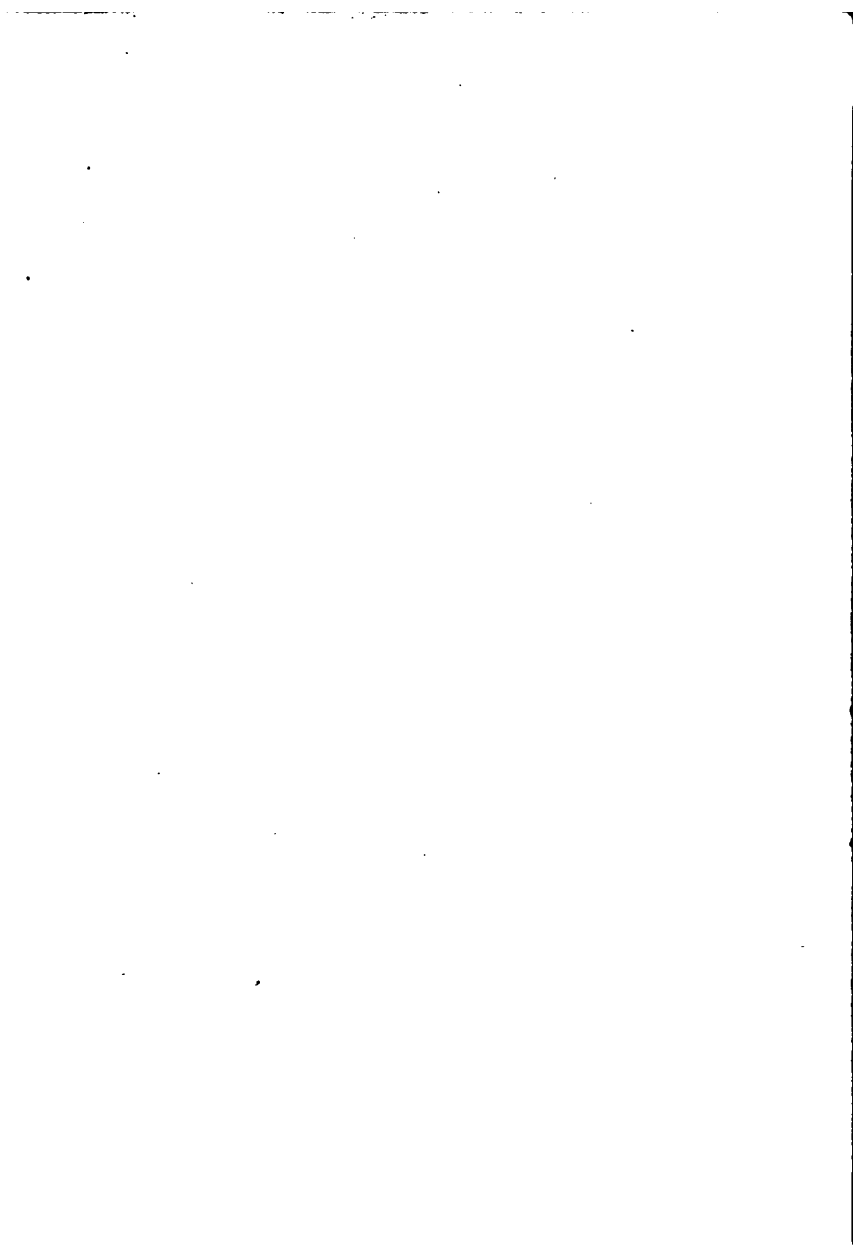


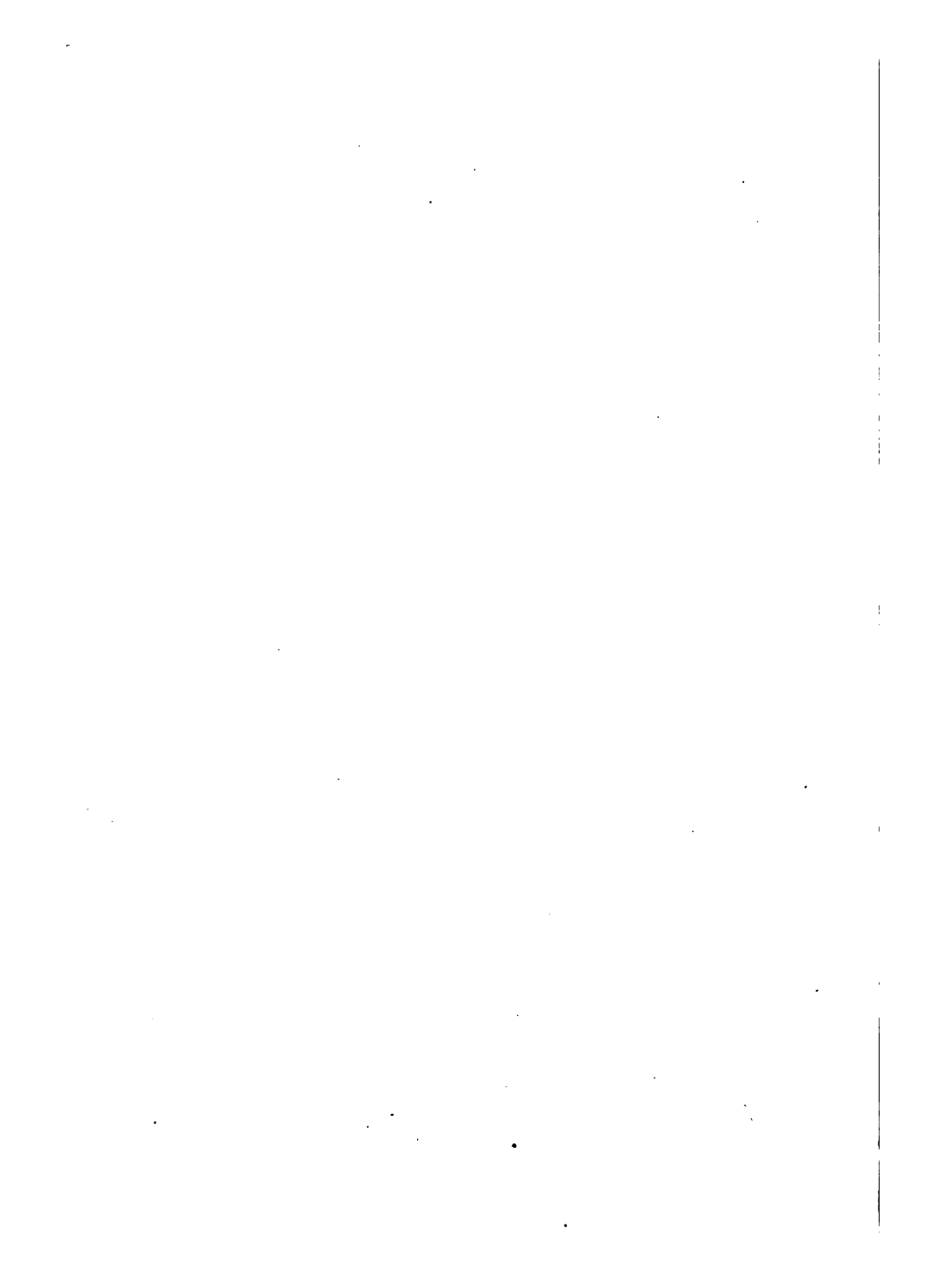
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GERMAN LESSONS.

BY

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Author of Selections for German Composition.*



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PREFACE.

THIS book is intended to give such knowledge of forms as will adequately prepare the student to read ordinary German. It is expected to lead up to the advanced grammar on the one hand and to the study of prose composition on the other. As the number of German grammars now before the public is great, the author feels constrained to explain why this one has been prepared.

In teaching German, as well as other languages, it is desirable to bring the beginner face to face with the language as soon as possible. Here brief lesson-books, which deal only with essentials, have certain evident advantages. One of the greatest of these is the freedom such books have in the arrangement of the facts to be learned, so that what is most important for the beginner may be placed first.

Much time may be saved by the use of a lesson-book. Not only does the beginner come sooner to the language itself, but the comparative brevity of the book gives him a sense of mastery of the facts needed in elementary work, which does not come so readily from larger grammars. This sense of mastery is not to be despised, as it is a real impetus and aid in future study. The student should begin to read German in one of the various excellent Readers or in some easy text long before he has gone through the lessons in even so brief a book as this. Reading helps to lay firm hold of the grammar and is a pleasure in itself. It is possible to read simple German readily without an extensive knowledge of formal

grammar, for the analogy to English constructions makes much of German syntax intelligible without explanation.

As soon as the beginner is able to write connected German sentences, however simple, it is time for him to stop writing detached sentences and to take up formal prose composition. This has been an additional reason for making this book brief.

The book lays no claim to completeness. The author has tried to make it complete enough to be an introduction to German and to serve all the purposes of students who have only a year for the study of the language. It is the author's belief that advanced grammar can be studied more profitably after the completion of a lesson-book; so that to the student who does continue his German, as well as to the one who does not, the lesson-book is a positive gain.

Only the test of actual use can decide whether this book carries out the principles which have guided in its preparation. Whether it is to succeed or fail, the author can at least present it to the public as an honest attempt to solve the problem of the teaching of elementary German. Other grammars have been freely consulted and used. Conversational exercises have been omitted, as they can be better prepared by the teacher. The author offers no apology for the prosaic character of the sentences in the exercises, as it is due to the attempt to keep the vocabulary from swelling beyond its proper limits. Matter is given in the appendix which may be of service to those who do not subsequently take up a larger grammar.

CHARLES HARRIS.

OBERLIN COLLEGE, June, 1892.

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2 = 3
es = 3
sp = ship
st = sub.

zu - persons.
nah - places.

GERMAN LESSONS.

ALPHABET.

1. German is usually printed in an alphabet consisting of twenty-six letters and having the same origin as our own, but the shape of the letters more nearly resembles what we call "old English." These letters with their Roman equivalents and their names are as follows: —

<i>German letters.</i>	<i>Roman letters.</i>	<i>Names.</i>	<i>German letters.</i>	<i>Roman letters.</i>	<i>Names.</i>
A, a	A, a	ah	N, n	N, n	enn
B, b	B, b	bay	O, o	O, o	oh
C, c	C, c	tsay	P, p	P, p	pay
D, d	D, d	day	Q, q	Q, q	koo
E, e	E, e	ay	R, r	R, r	err
F, f	F, f	eff	S, s	S, s	ess
G, g	G, g	gay	T, t	T, t	tay
H, h	H, h	hah	U, u	U, u	oo
I, i	I, i	ee	V, v	V, v	fow
J, j	J, j	yot	W, w	W, w	vay
K, k	K, k	kah	X, x	X, x	ix
L, l	L, l	ell	Y, y	Y, y	ipsilon
M, m	M, m	emm	Z, z	Z, z	tset

2. Of the two forms for small *s* given above, the short *ſ* is used at the end of a word, whether alone or in compound, and in a few other places which may be left to the observation of the learner; the long *ſ* is used in all other situations. Thus: *daſſ*, *deſſhalb*; but *leſen*, *ſehen*. Certain of the letters are modified in form when combined with others. Thus: *ch*, *ck*; *ſſ*, *sz*; *tſ*, *tz*.

3. Many German books, however, are now printed in Roman characters, such as are used in English. In writing, Germans generally employ a special alphabet differing in many respects from ours. A copy of this script alphabet is given in the Appendix. When German is printed or written in English characters, all the letters are represented by their regular English equivalents, except that for *ß* is generally substituted *ss*.

4. Every noun or word used as a noun must begin with a capital letter; adjectives of nationality, such as *ſpaniſch*, *Spanish* do not begin with a capital. Other minor deviations from English practice may be readily learned from observation.

5. The new orthography, as officially prescribed for use in the schools of Prussia, is employed in this book. The changes in this orthography are so slight that they cause no difficulty in reading books printed in the old orthography.

PRONUNCIATION.

The following description is intended to be used only as a key, and is not an exhaustive treatment of the subject. Such a key can only be approximately correct, and no description can take the place of the teacher's oral instruction.

VOWELS.

6. QUANTITY. (*a*) A vowel is short before a doubled consonant and generally before two consonants, unless the latter of the two is an inflectional ending. Thus: *hässen*, *Schälm*; but *löbte* (from *löben*). (*b*) Vowels are long when doubled, when followed by *h* in the same syllable, and generally when followed by a single consonant. Thus: *Boot*, *Lohn*, *habe*.

NOTE. — While the foregoing rules are useful, the distinction between long and short vowels, particularly in monosyllabic words, is often to be learned only by practice.

7. *a*, as *a* in *father*. The distinction between long and short *a* is one of quantity, not of quality, short *a* being merely shorter in time. Thus: *Haar*, *Stahl*; *kann*, *scharf*.

8. Long *e*, as *a* in *fate*; short *e*, as *e* in *met*. Thus: *mehr*, *weh*; *denn*, *seltsam*. In unaccented final syllables *e* is very short and is even often pronounced with an obscure sound, like *u* in *but*. Thus: *hatte*, *lobe*.

9. Long *i*, or *ie*, as *i* in *machine*; short *i*, as *i* in *hit*. Thus: *ihr*, *liebe*; *binde*, *ist*.

10. Long *o*, as *o* in *hold*; short *o*, not in English, but somewhat like *o* in *off*, never like *o* in *hot*. Thus: *Boot*, *loben*; *offen*, *Gott*.

11. Long *u*, as *oo* in *moon*; short *u*, as *oo* in *foot*. Thus: *Blume*, *gut*; *Brust*, *Mutter*.

12. *η*, usually as German *i*; but many pronounce it as *ü* (see § 16).

MODIFIED VOWELS.

13. The vowels *a*, *o*, *u*, and the diphthong *au* are often modified and changed to *ä*, *ö*, *ü*, *äu* (§ 19) respectively. This change (called *Umlaut* by the Germans) was originally produced by the influence of an *i* (*j*) in the following syllable. In the old orthography these vowels, when capitals, were *ſe*, *ſe*, *ſe*, not *ſe*, *ſe*, *ſe*, as in the new.

14. Long and short *ä*, as long and short German *e* respectively (§ 8). Thus: *ſä*ger, *Vä*ter; *hätte*, *Bände*.

15. The sounds for modified *ö* have no equivalents in English, but are about the same as for French *eu*. If the lips are puckered as in whistling and the attempt is made to sound long English *a* as in *mate*, with the lips still in that position, long *ö* will be given approximately. Similarly, short *ö* will be given by sounding *e* as in *let*, with lips as before. Thus: *mö*gen, *ſö*hne; *kö*nnen, *öff*nen.

16. The sounds for *ü* also have no equivalents in English, but are about the same as for French *u*. The lips must be placed as described in § 15, and *e* as in *meet* sounded for long *ü*, and *i* as in *pin* for short *u*. Thus: *ü*ber, *mü*de; *fü*llen, *Sü*nde.

DIPHTHONGS.

17. *ai* (*ay*) as *i* in *mind*. Thus: *Mai*, *Kai*ſer.

18. *au* as *ou* in *house*. Thus: *Hau*s, *Mau*s.

19. *äu* as *oi* in *oil*. Thus: *Bäu*me, *Häu*ſer.

20. *ei* (*eh*) as German *ai*. Thus: *Ein*, *Wein*.

21. *eu* as *äu*. Thus: *Eule*, *Reule*.

22. *ie* is not a diphthong, but represents the sound of long *i* (see § 9); but *ie* is pronounced as a diphthong (about as English *yě*) in some foreign words accented on the antepenult. Thus: *Fami'lie*, *Li'lie*.

CONSONANTS.

Consonants which are pronounced alike in English and German are omitted here.

23. *b* usually as English *b*, but when final as *p*. Thus: *Laube*, *Dieb*.

24. *c* as *ts* before *e*, *i*, *h*, *ä*, *ö*; elsewhere as *k*. Thus: *Docent*, *Cäfar*, *Carl*.

25. *d* usually as English *d*; when final, as *t*. Thus: *dir*, *Band*.

26. *g* as *g* in *get*, but when final as *gh* (see § 35), or by many as *k*. Thus: *Gott*, *legen*, *Tag*. Pronounce final *ig* like *ich*, and for *ng* see § 39.

27. *h*, when initial, as English *h*; elsewhere it is silent. Thus: *hoffen*, *leihen*.

28. *j* as *y* in *yet*. Thus: *ja*, *jeder*.

29. *q* is always followed by *u*, as in English. The combination is pronounced like German *kw* (§ 33).

30. *r* must be trilled, especially when initial or before a consonant, and is never to be pronounced as in English. Thus: *Rad*, *wir*, *Erde*.

31. *ſ*, when initial or between two vowels, about as *s* in *has*; elsewhere as *s* in *sit*. Thus: ſehen, leſen, auſ. But ſee *ſt*, *ſp* (§ 43), and *ß* (§ 44).

32. *v* as English *f*. Thus: vier, brav. In foreign words it is often like English *v*. Thus: Waſe, November.

33. *w* as English *v*. Thus: Waſſer, wo. But after a consonant it is often given a sound intermediate between our *v* and *w*. This is true also of the combination *qu*.

34. *z* as *ts*. Thus: ziehen, zu.

CONSONANTAL DIGRAPHS AND TRIGRAPHS.

35. *ch* has two sounds, neither of which is found in English. After *e*, *i*, *h*, *ä*, *ö*, *ü*, *äu*, *ei*, *eu*, in the termination *chen*, and after a consonant, it is somewhat like English *sh*, but the tip of the tongue must be held against the lower teeth in making the sound. After *a*, *o*, *u*, and *au* it is harsh and guttural. Thus: ich, buch, Bäumchen; ach, Loth, Buch. In foreign words *ch* is sometimes like *k*, sometimes like *sh*.

36. *chſ*, when *ſ* belongs to the stem of the word, as *x*. Thus: Waſchſ, Fuſchſ. But the *ſ* must be sharp when merely added in the course of inflection.

37. *ck* as *k*. Thus: zurück, Beden.

38. *dt* as *t*. Thus: Stadt, geſandt.

39. *ng* as *ng* in *singer*, never as in *finger*. Thus: ſingen, Fingel, Angel.

40. pf, both consonants must be heard. Thus: Pferd, Pfund.

41. ph as *f*. Thus: Philosophie, Phrase.

42. sch as English *sh*. Thus: Schiff, deutsch.

43. st, sp, about as if they were *sh*t, *sh*p. Thus: Stuhl, Stein; spät, Spruch.

44. ff as *s* in *sit*. Thus: daß, Maß. ff is not written at the end of a word, after a long vowel or diphthong, or before a consonant. For it in these positions is substituted ß. Thus: Fluß (but Flüsse), Straße (a long), fließen, haßt (from lassen).

45. th as *t*, not as English *th*. When initial, this combination shows that the vowel of the syllable is long. Thus: thun, Thor.

46. ß as German *z*. Thus: jetzt, Hitz.

DOUBLED VOWELS AND CONSONANTS.

47. Doubled vowels are pronounced like single long vowels, and doubled consonants like single consonants. Thus: Boot, Saal; lassen, hoffen. But this rule does not apply to vowels or consonants made double in the composition, derivation, or inflection of words. These must be separated in pronunciation. Thus: beenden (not beenden); abbinden.

ACCENT.

48. As a rule, the stem syllable is accented, and in compounds the first component, much as in English.

Thus: lo'ben, gelobt', Stroh'hut. It must be noted that the accent and pronunciation of words of foreign origin often violate the rules given above. In the case of words which may cause difficulty, the accent is marked in the following Lessons.

DIVISION INTO SYLLABLES.

49. Divide according to pronunciation; but notice that compounds will be divided into their components, and that *ch*, *sch*, *ph*, *th*, are treated as single consonants and go with the latter vowel, while *ff* becomes *f·f*. Thus: lie=ben, bren=nen; but her=ein, wa=schen, druf=fen (drucken). Notice the use of the double hyphen instead of the single as in English.

LESSON I.

DECLENSION.

50. Declension is the variation of nouns, adjectives, and pronouns, to show number, case, and gender.

51. There are in German two numbers, *singular* and *plural*, which are used much as in English.

52. The cases are four — *nominative, genitive, dative, and accusative*. Of these the nominative is the case of the subject, corresponding to the English subjective; the genitive represents the English possessive and also most of the relations expressed by the preposition *of*; the dative is the case of the indirect object, representing many of the relations expressed by the prepositions *to* and *for*; the accusative corresponds in general to the English objective, being the case of the direct object.

53. The genders are three — *masculine, feminine, and neuter*. German gender is not based upon sex so much as English. Many nouns which are neuter in English are masculine or feminine in German; and some which are masculine or feminine in English are neuter in German.

THE DEFINITE ARTICLE.

54. The definite article *der, the*, is declined as follows: —

	SINGULAR.			PLURAL.
	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m. f. n.</i>
N.	der	die	daß, <i>the</i>	die, <i>the</i>
G.	deß	der	deß, <i>of the</i>	der, <i>of the</i>
D.	dem	der	dem, <i>to the</i>	den, <i>to the</i>
A.	den	die	daß, <i>the</i>	die, <i>the</i>

55. The declension of *der* shows how the case, gender, and number of a word may be expressed by an actual *change of form*. But observe that the same form of the article, *die* for example, may stand for different cases, etc., and that the plural has no difference of form to express gender.

56. Present Indicative of *sein*, *to be*.

ich bin, <i>I am</i>	wir sind, <i>we are</i>
du bist, <i>thou art</i>	ihr seid, (<i>ye</i>) <i>you are</i>
(<i>ſie</i> , <i>es</i>) er iſt, (<i>ſhe</i> , <i>it</i>) <i>he is</i>	(<i>Sie</i>) ſie ſind, (<i>you</i>) <i>they are</i>

57. **Du, ihr, Sie.** — *Du*, *ihr* and *Sie* may all be translated by *you*; but *du* shows familiarity or intimacy, and is used particularly in the family; *ihr* is its plural; *Sie* is more formal, and is more common outside the family. While always with a plural verb, *Sie* may be used in addressing one or more persons. With this use of *Sie*, compare the English use of *you* with a plural verb, although it may refer to only one person.

NOTE. — As German gender does not depend upon sex, it is best always to learn the definite article with the noun. Learn *der Garten*, not simply *Garten*. Observe that every German noun must begin with a capital.

VOCABULARY.

der Garten, <i>the garden</i>	die Hand, <i>the hand</i>
der Mann, <i>the man, husband</i>	daß Haus, <i>the house</i>

der Ofen, <i>the stove</i>	das Buch, <i>the book</i>
der Sohn, <i>the son</i>	das Kind, <i>the child</i>
der Hund, <i>the dog</i>	des Kindes, <i>of the child</i>
des Mannes, <i>of the man</i>	in (dat.), <i>in</i>
des Sohnes, <i>of the son</i>	alt, <i>old</i>
die Männer, <i>the men</i>	jung, <i>young</i>
die Frau, <i>the woman, wife</i>	rot, <i>red</i>
die Blume, <i>the flower</i>	und, <i>and</i>
die Mutter, <i>the mother</i>	aber, <i>but</i>
die Tochter, <i>the daughter</i>	neu, <i>new</i>

EXERCISE I.

1. Der Sohn des Mannes. 2. Der Mutter und der Tochter. 3. Der Hund ist in dem Garten. 4. Das Haus ist neu. 5. Wir sind jung. 6. Das Kind und den Hund. 7. In der Hand. 8. Die Tochter ist jung, aber die Mutter ist alt. 9. Ist das Haus rot? 10. Des Sohnes Buch. 11. Die Blume ist rot. 12. Sind die Männer in dem Garten? 13. Du bist jung. 14. Den Ofen. 15. Er ist alt. 16. Sie ist die Tochter der Frau.

1. To the mother and the daughter. 2. The hand of the man. 3. Of the flower. 4. You are young, but I am old. 5. The stove is new. 6. The son's book. 7. In the stove. 8. Of the child. 9. Is the flower red? 10. Of the men. 11. The mother and the child. 12. We are in the garden. 13. He is the man's son. 14. Is she the daughter of the woman? 15. To the son and the daughter. 16. Are they young?

LESSON II.

WORDS DECLINED LIKE *der*.

58. Several words differ in declension from *der* only in having *e* instead of *ie* in the nominative and accusative of the feminine singular and of the plural, and *eß* instead of *aß* in the nominative and accusative of the neuter singular. The endings which are to be added to the stem of these words in declining them are as follows, the dash indicating the stem : —

	SINGULAR.			PLURAL.
	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m. f. n.</i>
N.	—er	—e	—eß	—e
G.	—eß	—er	—eß	—er
D.	—em	—er	—em	—en
A.	—en	—e	—eß	—e

59. *Diefer*, which is one of these words, is therefore declined as follows : —

	SINGULAR.			PLURAL.
	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m. f. n.</i>
N.	<i>diefer</i>	<i>diefe</i>	<i>diefeß, this</i>	<i>diefe, these</i>
G.	<i>diefeß</i>	<i>diefer</i>	<i>diefeß, of this</i>	<i>diefer, of these</i>
D.	<i>diefem</i>	<i>diefer</i>	<i>diefem, to this</i>	<i>diefen, to these</i>
A.	<i>diefen</i>	<i>diefe</i>	<i>diefeß, this</i>	<i>diefe, these</i>

60. Like *diefer* are declined *jener, that*; *jeder, each, every*; *mancher, many, many a*; *folcher, such, such a*;

welcher, *which, what*. The stems are *jen, jed, manch*, etc.

61. Present Indicative of *haben*, to have.

ich habe, <i>I have</i>	wir haben, <i>we have</i>
du hast, <i>thou hast</i>	ihr habt, <i>you have</i>
(sie, es) er hat, <i>he has</i>	(Sie) sie haben, (<i>you</i>) <i>they have</i>

VOCABULARY.

der Vater, <i>the father</i>	das Pferd, <i>the horse</i>
der Baum, <i>the tree</i>	das Zimmer, <i>the room</i>
der Schlüssel, <i>the key</i>	des Pferdes, <i>of the horse</i>
der Bruder, <i>the brother</i>	des Zimmers, <i>of the room</i>
des Bruders, <i>of the brother</i>	schwarz, <i>black</i>
die Stadt, <i>the city</i>	schön, <i>beautiful, fine</i>
die Schwester, <i>the sister</i>	nicht, <i>not</i>
die Tante, <i>the aunt</i>	oder, <i>or</i>
der Stadt, <i>of the city</i>	weiß, <i>white</i>
der Schwester, <i>of the sister</i>	

EXERCISE II.

1. Dieses Mannes Hund ist schwarz. 2. Jeder Stadt.
 3. Die Schwester jenes Mannes ist schön. 4. Manchem
 Kinde. 5. Dieses Buch ist schwarz und nicht rot. 6. Welches
 Sohnes? 7. Welcher Hand? 8. Wir haben den Schlüssel
 des Zimmers. 9. Ist jener Baum alt? 10. In welcher
 Stadt? 11. Der Ofen in diesem Zimmer ist neu. 12. Ist
 das Pferd schwarz oder weiß? 13. Die Tante dieses Kindes
 ist in der Stadt. 14. Manches Bruders. 15. Solche
 Männer. 16. Das Kind ist in diesem Garten, aber der
 Hund ist in jenem Hause.

1. Which man? 2. Has the woman the key of that room? 3. Of every son. 4. Is that city beautiful? 5. Is the brother of this child young? 6. Have you the horse? 7. To many a sister. 8. The father of this woman is old. 9. Is this dog young? 10. Many a book. 11. In which garden is the tree? 12. This horse is not white. 13. Which men? 14. To every daughter. 15. That tree is beautiful. 16. Every house in the city.

LESSON III.

INDEFINITE ARTICLE.

62. The indefinite article *ein, a, an*, which has no plural, is declined as follows: —

	<i>m.</i>	<i>f.</i>	<i>n.</i>
N.	ein	eine	ein, <i>a</i>
G.	eines	einer	eines, <i>of a</i>
D.	einem	einer	einem, <i>to a</i>
A.	einen	eine	ein, <i>a</i>

63. Declension of *kein, no, not a*.

	SINGULAR.		PLURAL.
	<i>m.</i>	<i>f.</i>	<i>m. f. n.</i>
N.	kein	keine	kein, <i>no</i>
G.	keines	keiner	keiner, <i>of no</i>
D.	keinem	keiner	keinen, <i>to no</i>
A.	keinen	keine	keine, <i>no</i>

POSSESSIVE ADJECTIVES.

64. Like *fein* are declined the possessive adjectives *mein, my, dein, thy, your, sein, his, its, ihr, her, their, unser, our, euer, your*. These words, as well as *ein* and *fein*, although otherwise like *dieser*, have no ending for the masculine and neuter nominative and the neuter accusative singular. *Unser* and *euer* commonly omit *e* of the stem or of the ending. Thus: *unſre* for *unſere*; *unſreß* or *unſerß* for *unſereß*, etc.

65. Of the words for *your*, associate *dein* with *du* and *euer* with the personal pronoun *ihr*. The possessive adjective *ihr* is to be associated with *ſie*, and when written with a capital (*Ihr*) means *your*, as *Sie* means *you*.

66. The definite article is often used instead of *mein, dein*, etc., when no ambiguity can arise by so doing. Thus: *Was haſt du in der Hand?* *what have you in your hand?* (See also § 265, d.)

67. Preterit (Past) Indicative of *ſein* and *haben*.

<i>ich war, I was</i>	<i>ich hatte, I had</i>
<i>du warſt, thou waſt</i>	<i>du hatteſt, thou haſt</i>
<i>er war, he was</i>	<i>er hatte, he had</i>
<i>wir waren, we were</i>	<i>wir hatten, we had</i>
<i>ihr waret, you were</i>	<i>ihr hattet, you had</i>
<i>ſie waren, they were</i>	<i>ſie hatten, they had</i>

VOCABULARY.

<i>der Vogel, the bird</i>	<i>daß Bröt, the bread</i>
<i>der Better, the cousin</i>	<i>groß, great, large, tall</i>
<i>der Freund, the friend</i>	<i>gut, good</i>

(der) Wilhelm, <i>William</i>	sehr, <i>very</i>
die Gabel, <i>the fork</i>	hübsch, <i>pretty</i>
die Freundin, <i>the (lady) friend</i>	wo, <i>where</i>
das Wasser, <i>the water</i>	was, <i>what</i>
das Messer, <i>the knife</i>	

EXERCISE III.

1. Ist Wilhelm Ihr Vetter? 2. Er hat keinen Freund.
 3. Meine Blume ist sehr hübsch. 4. Wir waren in unserem Garten.
 5. Meine Schwester und ihre Freundin waren in der Stadt.
 6. Ich hatte einen Hund. 7. Wo ist dein Bruder?
 8. Er hat ein Messer und eine Gabel. 9. Ist der Ofen in seinem Zimmer groß?
 10. Haben Sie kein Brot? 11. Ihre Blume ist in dem Wasser.
 12. Mein Sohn, wo ist dein Freund Wilhelm? 13. Mein Bruder hat einen Vogel in der Hand.
 14. Seines Vaters Pferd ist sehr alt. 15. Euer Vetter ist der Freund meines Bruders.
 16. Was hatten die Männer in ihrem Zimmer?

1. William had a knife, but no fork. 2. Their bread is very good.
 3. Is your dog large? 4. Where is her book? 5. Your sister is beautiful.
 6. My brother's house is very pretty. 7. They had the key of our room.
 8. My mother is your friend. 9. His sister had a bird.
 10. Has your cousin no friend in the city? 11. He has a son and a daughter.
 12. Was their house old or new? 13. Your father had a horse and a dog.
 14. They were not young. 15. Has the child a flower?
 16. Were you in their garden?

LESSON IV.

CONJUGATIONS.

68. There are two conjugations of verbs, the strong and the weak (also called the old and the new). The principal difference between the two is in the formation of the preterit and the past participle.

69. In the strong conjugation the preterit is formed by a change (called Ablaut) in the vowel of the root; the past participle adds *en*, sometimes with and sometimes without a change in the vowel of the root. Thus: *finden, to find*; *ich fand, I found*; *gefunden, found*. In both conjugations the past participle usually takes the prefix *ge*.

70. In the weak conjugation the preterit is formed by an addition to the root, without a change of the vowel; the past participle adds *t*, also without changing the vowel. Thus: *bauen, to build*; *ich baute, I built*; *gebaut, built*. The weak conjugation, being the simpler, will be taken up first.

WEAK CONJUGATION.

71. The following endings are to be added to the stem:—

PRESENT INDICATIVE.		PRETERIT INDICATIVE.		IMPERATIVE.	
<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>
—e	—en	—(e)te	—(e)ten	—e	—(e)t
—(e)ſt	—(e)t	—(e)teſt	—(e)tet (Polite form, —en <i>Sie</i>)		
—(e)t	—en	—(e)te	—(e)ten		
INFINITIVE.		PRESENT PARTICIPLE.		PAST PARTICIPLE.	
—en		—end		ge—(e)t	

72. The *e* in parenthesis is usually omitted, unless the stem ends in a consonant which can not readily be sounded with the ending. Observe that the endings of the first and third person are alike except in the present indicative singular. As verbs are usually given in the infinitive form, the most convenient way of finding the stem is to strike off the infinitive ending *en*.

73. Conjugation of the simple tenses, except those of the subjunctive, of *loben*, *to praise* :—

PRINCIPAL PARTS.		
<i>loben</i>	<i>lobte</i>	<i>gelobt</i>
INDICATIVE MODE.		
<i>Present.</i>		<i>Preterit.</i>
<i>ich lobe, I praise, etc.</i>		<i>ich lobte, I praised, etc.</i>
<i>du lobſt</i>		<i>du lobteſt</i>
<i>er lobt</i>		<i>er lobte</i>
<i>wir loben</i>		<i>wir lobten</i>
<i>ihr lobt</i>		<i>ihr lobtet</i>
<i>ſie loben</i>		<i>ſie lobten</i>
IMPERATIVE MOOD.		
<i>Singular.</i>		<i>Plural.</i>
<i>lobe (du), praise (thou)</i>		<i>lobet (ihr), praise (you)</i>
<i>loben Sie, praise (you). See § 74.</i>		

INFINITIVE.

loben, zu loben, *to praise*

PARTICIPLES.

lobend, *praising*gelobt, *praised*

...ve that ich lobe may be translated by *I praise, I am praising*. That is, the German has one form for the various English conjugations. The imperative loben Sie, while plural in form, is singular in meaning. What we saw in § 57 about the use of du, ihr, and Sie, is the imperative.

VOCABULARY.

der Schneider, <i>the tailor</i>	sagen, <i>say, tell</i>
der Apfel, <i>the apple</i>	hören, <i>hear</i>
der Rock, <i>the coat</i>	lieben, <i>love</i>
die Straße, <i>the street</i>	bauen, <i>build</i>
das Blatt, <i>the leaf</i>	leben, <i>live, be alive</i>
das Bild, <i>the picture</i>	wohnen, <i>dwelt, live</i>
die Blätter, <i>the leaves</i>	kaufen, <i>buy</i>
die Äpfel, <i>the apples</i>	machen, <i>make</i>

WEAK VERBS.

auf (dat.), *upon*es ist (war), *there is (was)*viele, *many*es sind (waren), *there are (were)*

EXERCISE IV.

1. Mein Vater baute das Haus.
2. Ihre Tante wohnt in dieser Straße.
3. Es sind viele Blätter auf dem Baume.
4. Ich höre das Kind.
5. Wir loben Ihren Freund.
6. Der Schneider machte meines Bruders Rock.
7. Was sagt dein

Better? 8. Sie kaufen kein Bild. 9. Wo lebst du? 10. Habt ihr keine Äpfel? 11. Die Blume war schön. 12. Das Kind liebt seine Schwester. 13. Kaufe ein Messer und eine Gabel. 14. Ich bin alt. 15. Es sind keine Männer in dem Garten. 16. Wo kauftest du deinen Hund?

1. We have no stove in our room. 2. In which street do you live? 3. He bought a picture. 4. I love my brother. 5. Did you build the house? 6. Where does your sister live? 7. We are buying apples. 8. What did he hear? 9. They bought a flower. 10. The tailor is making my coat. 11. There was a picture in this room. 12. What were you saying? 13. The flower is red. 14. I heard the bird in the tree. 15. My cousin did have the key. 16. He praises their brother.

LESSON V.

STRONG CONJUGATION.

75. In the strong conjugation the preterit is made by changing the vowel of the root; the first and third singular of the preterit have no endings, the other persons having the same endings as the present. The endings given in § 71 apply also to strong verbs, except in the preterit and past participle, the latter ending in *en* instead of *(e)t*.

76. Conjugation of the simple tenses, except those of the subjunctive, of *singen*, to *sing* :—

PRINCIPAL PARTS.

singen *sang* *gesungen*

INDICATIVE MODE.

Present.

ich singe, I sing, etc.

du singst

er singt

wir singen

ihr singt

sie singen

Preterit.

ich sang, I sang, etc.

du sangst

er sang

wir sangen

ihr sangt

sie sangen

IMPERATIVE MODE.

Singular.

singe (du), sing (thou)

singen Sie, sing (you)

Plural.

singet (ihr), sing (you)

INFINITIVE.

singen, zu singen, to sing

PARTICIPLES.

singend, singing

gesungen, sung

77. In addition to the regular difference in the formation of the preterit and past participles, some verbs of the strong conjugation further differ from those of the weak in changing the vowel of the second and third person singular of the present indicative. For example, strong verbs having *a* in the present stem change it in the second and third person singular to *ä*; similarly, long *e* is changed to *ie*, and short *e* to *i* (with a few

exceptions). Other vowel changes may be learned with the particular verb. The change from *e* to *ie* or *i* also takes place in the singular of the imperative, but not the change from *a* to *ä*. Thus:

ich gebe, du gibst, er giebt; imper., gib
 ich spreche, du sprichst, er spricht; imper., sprich
 ich baue, du bauet, er baut; imper., bau

NOTE. — Observe the regular absence of the ending of the imperative singular of the verbs which change *e* to *ie* or *i*.

78. The strong verbs being for the most part very common, it is especially necessary that each verb should be thoroughly learned at its first occurrence. Every strong verb will be followed in the vocabularies by the number of the paragraph where it can be found in the list given in the appendix. From this list the student can learn all the necessary forms. The list also includes irregular verbs which are marked in the same way in the vocabularies.

Present and Preterit of *werden*, to become, grow.

79. *Werden* has some of the characteristics of both the strong and the weak conjugation, its present and preterit being as follows: —

PRESENT.	PRETERIT.
ich werde, <i>I become, etc.</i>	ich wurde (or ward), <i>I became, etc.</i>
du wirst	du wurdest (or wardest)
er wird	er wurde (or ward)
wir werden	wir wurden
ihr werdet	ihr wurdet
sie werden	sie wurden

VOCABULARY.

der König, <i>the king</i>	die Gläser, <i>the glasses</i>
der Kaufmann, <i>the merchant</i>	geben (§ 239), <i>give</i>
der Kuchen, <i>the cake</i>	sprechen (§ 238), <i>speak</i>
der Tisch, <i>the table</i>	backen (§ 240), <i>bake</i>
die Musik, <i>the music</i>	finden (§ 237), <i>find</i>
die Tinte, <i>the ink</i>	essen (§ 239), <i>eat</i>
das Lied, <i>the song</i>	fressen (§ 239), <i>eat (of animals)</i>
das Glas, <i>the glass</i>	sehen (§ 239), <i>see</i>
(das) Englisch, <i>English</i>	nein, <i>no</i>
(das) Deutsch, <i>German</i>	nur, <i>only</i>
die Lieder, <i>the songs</i>	

EXERCISE V.

1. Er sah den König. 2. Das Kind aß den Kuchen.
 3. Seine Mutter bäckt Brod. 4. Sprichst du Englisch?
 5. Nein, ich spreche nur Deutsch, aber mein Bruder spricht Englisch. 6. Was frißt der Hund? 7. Welches Lied sangen sie? 8. Wir sahen viele Gläser auf dem Tische.
 9. Wir hören die Musik. 10. Mein Sohn fand eine Blume auf der Straße. 11. Siehst du den Kaufmann? 12. Er giebt meinem Bruder Äpfel. 13. Wo fanden Sie die Tinte?
 14. Ich nur Brod. 15. Sie wird alt. 16. Findet ihr den Kaufmann in der Stadt?

1. Did you hear the songs of my sister? 2. He finds no glass on the table. 3. Give the child a cake.
 4. Are you eating the apple? 5. I see no stove in the room. 6. Sing a song. 7. Does your friend speak German? 8. The merchant saw the king. 9. I bought

a horse and a dog. 10. Where did she find the book?
 11. He loves his sister. 12. He is giving his mother a
 flower. 13. What was the horse eating? 14. The
 man was eating bread. 15. See the tree in the garden.
 16. The flower was growing red.

LESSON VI.

COMPOUND TENSES OF *haben*.

80. Compound tenses, indicative mood, and imperative of *haben*: —

PERFECT.

ich habe gehabt, *I have had*,
etc.

du hast gehabt

er hat gehabt

wir haben gehabt

ihr habt gehabt

sie haben gehabt

PLUPERFECT.

ich hatte gehabt, *I had had*,
etc.

du hättest gehabt

er hatte gehabt

wir hätten gehabt

ihr hättet gehabt

sie hätten gehabt

FUTURE.

ich werde haben, *I shall*
have, etc.

du wirst haben

er wird haben

wir werden haben

ihr werdet haben

sie werden haben

FUTURE PERFECT.

ich werde gehabt haben, *I shall*
have had, etc.

du wirst gehabt haben

er wird gehabt haben

wir werden gehabt haben

ihr werdet gehabt haben

sie werden gehabt haben

IMPERATIVE.

habe (du), *have (thou)* habet (ihr), *have (you)*
haben Sie, *have (you)*

INFINITIVE.

gehabt haben, gehabt zu haben, *to have had*

COMPOUND TENSES WITH **haben**.

81. In the same way are conjugated the compound tenses of most strong and weak verbs, **haben** being the auxiliary for the perfect and pluperfect and **werden** for the future. Observe the order of the past participle and the infinitive of the auxiliary in the future perfect, and note also that the object and other modifiers of the verb precede the participle or infinitive.

82. Synopsis of the compound tenses, indicative mode, of a weak and a strong verb:—

PERFECT.

ich habe gelobt
du hast gelobt, etc.

PERFECT.

ich habe gesungen
du hast gesungen, etc.

PLUPERFECT.

ich hatte gelobt

PLUPERFECT.

ich hatte gesungen

FUTURE.

ich werde loben

FUTURE.

ich werde singen

FUTURE PERFECT.

ich werde gelobt haben

FUTURE PERFECT.

ich werde gesungen haben

INFINITIVE.

gelobt haben, gelobt zu haben

INFINITIVE.

gesungen haben, gesungen zu haben

83. Declension of *ich*, *I*.

SINGULAR.	PLURAL.
N. <i>ich, I</i>	<i>wir, we</i>
G. <i>meiner (mein), of me</i>	<i>unser, of us</i>
D. <i>mir, to me</i>	<i>uns, to us</i>
A. <i>mich, me</i>	<i>uns, us</i>

84. Observe that the possessive adjectives *mein*, etc., are used to indicate possession, and not the genitive of the pronoun *meiner*, etc.

VOCABULARY.

<i>der Lehrer, the teacher</i>	<i>das Tier, the animal</i>
<i>der Schuh, the shoe</i>	<i>das Fleisch, the meat</i>
<i>der Schüler, the pupil, scholar</i>	<i>die Schuhe, the shoes</i>
<i>der Teller, the plate</i>	<i>die Tiere, the animals</i>
<i>die Aufgabe, the lesson</i>	<i>lernen, to learn</i>
<i>die Uhr, the watch, clock</i>	<i>lesen (§ 239), to read</i>
<i>die Rose, the rose</i>	<i>lehren, to teach</i>
<i>das Schloß, the castle</i>	<i>nehmen (§ 238), to take</i>
<i>das Dorf, the village</i>	

EXERCISE VI.

1. Unser Lehrer wird mich loben. 2. Habt ihr eure Aufgabe gelernt? 3. Er hat mir seine Uhr gegeben. 4. Welche Tiere fressen Fleisch? 5. Der König hatte in jenem Schloß gewohnt. 6. Die Mutter hat uns diese Schuhe gekauft. 7. Das Kind wird dieses Buch lesen. 8. Ich habe den Vogel gehört. 9. Hatte sie die Rose genommen? 10. Sie haben uns gelehrt. 11. Er wird das Lied gelernt haben. 12. Wir werden ihren Vater sehen. 13. Was hast du gefunden?

14. Ihr habt keinen Lehrer gehabt. 15. Er aß einen Apfel. 16. Werden Sie sein Haus kaufen?

1. I had learned the song. 2. He has bought me the horse. 3. A friend had given us the picture. 4. Will you speak English or German? 5. Where will he buy his shoes? 6. Has your sister sung the song? 7. You had seen the rose. 8. We shall have read the book. 9. Where have you had the plate? 10. Had he seen my watch? 11. Take this fork. 12. They will live in this village. 13. The dog had eaten the meat. 14. My father will teach me. 15. Have you baked bread? 16. The men have found the castle.

LESSON VII.

COMPOUND TENSES OF sein.

85. The compound tenses, indicative mode, and imperative of sein are as follows: —

PERFECT.

ich bin gewesen, *I have been,*
etc.

du bist gewesen
er ist gewesen

wir sind gewesen
ihr seid gewesen
sie sind gewesen

PLUPERFECT.

ich war gewesen, *I had been,*
etc.

du warst gewesen
er war gewesen

wir waren gewesen
ihr waret gewesen
sie waren gewesen

FUTURE.

ich werde sein, *I shall be*,
etc.

du wirst sein

er wird sein

wir werden sein

ihr werdet sein

sie werden sein

FUTURE PERFECT.

ich werde gewesen sein, *I shall have been*, etc.

du wirst gewesen sein

er wird gewesen sein

wir werden gewesen sein

ihr werdet gewesen sein

sie werden gewesen sein

IMPERATIVE.

sei (du), *be (thou)*

seid (ihr), *be (you)*

seien Sie, *be (you)*

INFINITIVE.

gewesen sein, *gewesen zu sein, to have been*

86. Declension of *du, thou (you)*.

SINGULAR.

N. du, *thou*

G. deiner, *of thee*

D. dir, *to thee*

A. dich, *thee*

PLURAL.

ihr, *ye, you*

euer, *of you*

euch, *you*

euch, *you*

WORD-ORDER.

87. The following remarks with regard to word-order should be carefully noted: —

1. A pronoun object precedes a noun object.
2. A simple adverb of time usually follows a pronoun object and precedes a noun object.
3. An indirect object usually precedes a direct object.
4. Adverbs other than those of time, and preposi-

tional phrases modifying the verb, follow noun objects.

5. The negative *nicht*, unless it modifies some word or phrase, follows the adverbs.

6. A predicate noun or adjective usually follows the negative.

7. The modifiers of a participle or infinitive precede.

88. With the exception of the subject and its verb the order of elements will therefore generally be: 1. *Pronoun object*, 2. *Adverb of time*, 3. *Noun objects*, 4. *Other adverbs*, 5. *Negation*, 6. *Predicate adjective or noun*.

VOCABULARY.

der Stuhl, <i>the chair</i>	fangen (§242), <i>to catch</i>
der Tag, <i>the day</i>	suchen, <i>to seek, search</i>
der Wald, <i>the woods, forest</i>	pflanzen, <i>to plant</i>
die Königin, <i>the queen</i>	heute, <i>to-day</i>
(die) Gertrud, <i>Gertrude</i>	morgen, <i>to-morrow</i>
das Stück, <i>the piece</i>	übermorgen, <i>day after to-mor-</i>
das Paar, <i>the pair</i>	row
(das) London, <i>London</i>	gestern, <i>yesterday</i>
krank, <i>ill</i>	vorgestern, <i>day before yester-</i>
klein, <i>little, small</i>	day
dienen (dat.), <i>to serve</i>	

EXERCISE VII.

1. Der Tag wird schön sein. 2. Ich gab dem Hunde ein Stück Fleisch. 3. Mein Vater diente dem König und der Königin. 4. Sei mein Freund. 5. Er wird uns morgen

INFINITIVE.

geworden sein, geworden zu sein, *to have become*

OTHER VERBS WITH sein.

90. With sein are also conjugated certain intransitive verbs which express a change of condition, or motion to or from a place, and a few others. Examples of such verbs are sterben, *to die*, wachsen, *to grow*, kommen, *to come*, laufen, *to run*, etc. Such verbs will be followed in the vocabularies by §. (for sein) and need special attention. Notice the English, *I am come, he is gone, etc.*

91. Synopsis of the compound tenses of kommen (§ 238), illustrating the conjugation of a verb with sein:—

PERFECT.

ich bin gekommen, *I have*
come

PLUPERFECT.

ich war gekommen, *I had*
come

FUTURE.

ich werde kommen, *I shall*
come

FUTURE PERFECT.

ich werde gekommen sein, *I*
shall have come

92. About twenty verbs of motion take sein when the direction or extent of the motion, or the place of arrival or departure is expressed, and haben when nothing but the action is to be shown. Thus: Ich bin nach London geritten (*ridden*), but ich habe lange geritten. As such verbs will therefore generally take sein, the subject is not further treated in this book.

93. Declension of er, sie, es, he, she, it:—

SINGULAR.

N.	er	ſie	e8	<i>he, ſhe, it</i>
G.	ſeiner (ſein)	ihrer	ſeiner (ſein)	<i>of him, her, it</i>
D.	ihm	ihr	ihm	<i>to him, her, it</i>
A.	ihn	ſie	e8	<i>him, her, it</i>

PLURAL.

N.	ſie, <i>they</i>	Sie, <i>you</i>
G.	ihrer, <i>of them</i>	Ihrer, <i>of you</i>
D.	ihnen, <i>to them</i>	Ihnen, <i>to you</i>
A.	ſie, <i>them</i>	Sie, <i>you</i>

94. German gender not being based on sex, care must be taken in the use of the third personal pronoun. The pronoun must agree with the gender of its noun, and it will therefore often happen that *er* or *ſie* will represent an English *it*, or *e8* an English *he* or *ſhe*. It will be observed that *Sie* (*you*) is in reality the plural of the third personal pronoun, although now used as a second personal.

VOCABULARY.

der Engländer, <i>the English-</i>	ſterben, f. (§ 238), <i>to die</i>
<i>man</i>	laufen, f. (§ 243), <i>to run</i>
der Diener, <i>the servant</i>	wachſen, f. (§ 240), <i>to grow</i>
die Woche, <i>the week</i>	folgen, f. (dat.), <i>to follow</i>
das Schwert, <i>the sword</i>	bleiben, f. (§ 245), <i>to remain</i>
das Veilchen, <i>the violet</i>	in (acc.), <i>into</i>
fleißig, <i>industrious</i>	au8 (dat.), <i>out of, from</i>
klar, <i>clear</i>	nach (dat.), <i>to, towards</i>
ſtark, <i>strong</i>	nach Hauſe, <i>home</i>

EXERCISE VIII.

1. Der Diener iſt in London geblieben. 2. Der Tag wird klar werden. 3. Das Veilchen wächſt in dem Walde. 4. Du

bist krank, mein Kind, aber du wirst stark werden. 5. Kommt in das Haus. 6. Sein Vater ist gestern gestorben. 7. Der Engländer hat nur Englisch gesprochen. 8. Seid fleißig, und ihr werdet die Lieder lernen. 9. Ihr Sohn hatte das Schwert gefunden. 10. Der Kaufmann wird diese Woche kommen. 11. Mein Vetter war nach Hause gelaufen. 12. Gertrud ist ihrer Freundin gefolgt. 13. Dieser Schneider hat ihm keinen Rock gemacht. 14. Der Baum war schön geworden. 15. Der Schüler ist aus dem Hause gelaufen. 16. Das Pferd war Ihnen gefolgt.

1. They have come home. 2. We had remained in our room. 3. My dog will not run into the woods ; it (§ 94) is ill. 4. His servant bought him the sword. 5. I shall live in the house this week. 6. We had followed them into that castle. 7. The Englishman had not been serving her. 8. Have you seen many violets in the woods? 9. The king had died in London. 10. This table is not strong; do not buy it. 11. Take this flower; it grew in our garden. 12. He has been industrious and (has) learned his lesson. 13. The day had grown* clear. 14. Had you run out of the room? 15. They will come to London. 16. Say it [to] your brother to-morrow.

* wachsen or werden?

der Baum grün
der Tag hell

LESSON IX.

DECLENSION OF NOUNS.

95. There are two declensions of nouns in German, the strong and the weak (or the first and the second). Nouns whose genitive singular ends in (e)ß are of the strong declension; those whose genitive singular ends in (e)n are of the weak declension. Strong nouns are divided into three classes, the nominative plural being the basis of classification; the weak declension is not subdivided.

96. The following observations will aid in the mastery of the declension of nouns: —

1. Feminine nouns are not inflected in the singular; their division into declension and classes is therefore based on the nominative plural.
2. The dative plural always ends in (e)n.
3. To decline a noun it is usually necessary to know the genitive singular and the nominative plural.

STRONG DECLENSION, CLASS I.

97. Nouns of the first class of the strong declension add no ending for the nominative plural, but about twenty masculines (cf. § 229), the neuter *Kloster*, *cloister*, *convent*, and the feminines *Mutter* and *Tochter* modify the root-vowel throughout the plural. Words ending in n

do not take an additional *n* in the dative plural. The endings of this class are as follows :

	SINGULAR.	PLURAL.
N.	—	(<u>"</u>)
G.	— <i>s</i>	(<u>"</u>)
D.	—	(<u>"</u>) <i>n</i>
A.	—	(<u>"</u>)

98. To this class belong masculine and neuter nouns ending in *el*, *er*, *en* (including infinitives used as nouns, which are neuter) ; the masculine *Käse*, *cheese* ; only two feminines, *Mutter* and *Tochter* ; diminutives in *chen* and *lein* (which are always neuter) ; and neuters having the prefix *Ge* and ending in *e*.

99. Declension of nouns with and without umlaut in the plural : —

der Wagen, the wagon das Gemälde, the painting
die Mutter, the mother

	SINGULAR.		
N.	<i>der Wagen</i>	<i>das Gemälde</i>	<i>die Mutter</i>
G.	<i>des Wagens</i>	<i>des Gemäldes</i>	<i>der Mutter</i>
D.	<i>dem Wagen</i>	<i>dem Gemälde</i>	<i>der Mutter</i>
A.	<i>den Wagen</i>	<i>das Gemälde</i>	<i>die Mutter</i>
	PLURAL.		
N.	<i>die Wagen</i>	<i>die Gemälde</i>	<i>die Mütter</i>
G.	<i>der Wagen</i>	<i>der Gemälde</i>	<i>der Mütter</i>
D.	<i>den Wagen</i>	<i>den Gemälden</i>	<i>den Müttern</i>
A.	<i>die Wagen</i>	<i>die Gemälde</i>	<i>die Mütter</i>

100. Decline with modification of the vowel in the plural Apfel, Garten, Ofen, Vogel, Vater, Bruder, Tochter, Kloster; also der Laden, *the shop*, der Hammer, *the hammer*, der Schwager, *the brother-in-law*.

101. Decline without changing the vowel in the plural Diener, Schlüssel, Kuchen, Lehrer, Schüler, Käse, Teller, Engländer, Schneider, Zimmer, Wasser, Messer, Weilchen; also der Löffel, *the spoon*, der Stiefel, *the boot*, das Fräulein, *the young lady*, Miss, das Mädchen, *the maiden*, girl.

INVERTED ORDER.

102. German sentences have already occurred in which the verb has preceded the subject. This will be the case in every *principal* clause in which for any reason it is desired to put the verb or any modifier of the verb at the beginning of the clause. This arrangement of the inflected part of the verb (personal verb) before the subject is known as the *inverted order*, while the order with the subject preceding the verb is called the *normal order*.

VOCABULARY.

blau, <i>blue</i>	gehen, f. (§ 242), <i>to go</i>
grau, <i>gray</i>	stehen (§ 240), <i>to stand</i>
wohl, <i>well</i>	lachen, <i>to laugh</i>
hier, <i>here</i>	zu Hause, <i>at home</i>
zu (dat.), <i>to</i>	

EXERCISE IX.

1. Die Äpfel sind in dem Garten meines Vaters. 2. Waren die Vögel blau oder schwarz? 3. Wo sind die Löffel und

die Messer? 4. Sahst du viele Läden in London? 5. Ich habe keine Gemälde in meinem Hause. 6. Die Engländer blieben nicht zu Hause. 7. Wo standen die Klöster? 8. Der Diener meines Schwagers ist krank. 9. Die Schüler lachten. 10. Die Mütter dieser Mädchen sind gestern hier gewesen. 11. Gaben Sie ihm die Stiefel? 12. Das Kind ging zu ihr. 13. Wo fand er solche Hämmer? 14. Sein Rock war nicht grau. 15. Die Fräulein sind nicht zu Hause. 16. Der Hund folgte mir und meinen Brüdern.

1. What did he give you? 2. The stoves in our house are new. 3. My daughters are well to-day. 4. We shall go to them. 5. The girls will not be at home to-morrow. 6. I saw the violets in your garden yesterday; they are very blue. 7. She will bake the cakes to-day. 8. Has your teacher many pupils? 9. Our servants and I are going home. 10. They have taken the plates. 11. In which rooms shall I find the pupils and the teachers? 12. We remained in the shop. 13. Had you had the keys? 14. My father and (my) brothers have gone into the house. 15. I have found your watch; it was in your room. 16. The horse is eating apples.

LESSON X.

STRONG DECLENSION, CLASS II.

103. This class adds *e*, sometimes with and sometimes without umlaut, to make the nominative plural. The genitive singular ends in *(e)ß* and the dative singular frequently in *e*. The endings of the class are therefore as follows:

	SINGULAR.	PLURAL.
N.	—	<u>(<i>"</i>)</u> <i>e</i>
G.	—(<i>e</i>)ß	<u>(<i>"</i>)</u> <i>e</i>
D.	—(<i>e</i>)	<u>(<i>"</i>)</u> <i>en</i>
A.	—	<u>(<i>"</i>)</u> <i>e</i>

104. This class is much larger than any other, and consequently more difficult to define. It includes monosyllabic masculines as a class, and polysyllabic masculines not expressly provided for elsewhere; feminines in *fünft*, *niß*, and *jaß*, and about thirty monosyllabic feminines (cf. § 230); some monosyllabic neuters (cf. § 230), and all polysyllabic neuters not provided for elsewhere.

NOTE. — There are only a few feminines in *niß* and *jaß*, these terminations being regularly neuter, and as such belonging to this class. Observe the doubling of the *f* of *niß* before *e* of a termination. Thus: *Gefängniß*, *Gefängnisse*, etc.

105. Declension of nouns with and without umlaut in the plural: —

Der Sohn, the son der Monat, the month die Stadt, the city

SINGULAR.

N.	der Sohn	der Monat	die Stadt
G.	des Sohnes	des Monats	der Stadt
D.	dem Sohne	dem Monat	der Stadt
A.	den Sohn	den Monat	die Stadt

PLURAL.

N.	die Söhne	die Monate	die Städte
G.	der Söhne	der Monate	der Städte
D.	den Söhnen	den Monaten	den Städten
A.	die Söhne	die Monate	die Städte

106. The omission or retention of *e* in the genitive singular depends largely on considerations of taste and euphony. It is quite commonly omitted in polysyllables, and retained in monosyllables. Its use is imperative with nouns ending with a sibilant. Thus : Gefängnisses, *Säges*. The adding of *e* for the dative singular depends upon similar considerations.

107. Of the masculines in this class the great majority modify the vowel in the plural ; of the feminines all except those in *niss* and *sal* ; of the neuters only two, *Floß*, *raft* and *Chor*, *choir*.

108. Decline with modification of the vowel in the plural *Baum*, *Rock*, *Stuhl*, *Hand* ; also *der Fuß*, *the foot*, *der Gast*, *the guest*, *der Hut*, *the hat*, *die Nacht*, *the night*, *die Luft*, *the air*.

109. Decline without change of vowel in the plural *Hund*, *Pferd*, *Brot*, *König*, *Tisch*, *Tier*, *Fleisch*, *Tag*, *Stück*, *Paar*, *Schuh*.

PREPOSITIONS WITH DATIVE OR ACCUSATIVE.

110. The following nine prepositions take the dative when they express rest or motion in a place, and the accusative when they express or imply motion from one place to another: —

an, <i>at, on</i>	über, <i>over, above</i>
auf, <i>upon, on</i>	unter, <i>under, below, among</i>
hinter, <i>behind</i>	vor, <i>before, in front of, ago</i>
in, <i>in, into</i>	zwischen, <i>between</i>
neben, <i>beside, by</i>	

111. The definite article is often contracted with prepositions and, very rarely, with other words. Thus: *im*, for *in dem*; *aufs*, for *auf das*; *zur*, for *zu der*. The contractions may be readily learned in practice.

VOCABULARY.

ein, <i>one</i>	fallen, <i>f. (§ 241), to fall</i>
zwei, <i>two</i>	legen, <i>to lay</i>
drei, <i>three</i>	man, <i>one, they</i>
vier, <i>four</i>	lang, <i>long</i>
fünf, <i>five</i>	

EXERCISE X.

1. Habt ihr keine Schuhe an den Füßen? 2. Unsere Gäste sind heute gekommen. 3. Das Kind hat ein Stück Brot und zwei Äpfel gegessen. 4. Lege das Buch auf den Tisch. 5. Dein Hut war ins Wasser gefallen. 6. Der König hat vier Pferde, sagt man. 7. Die Tiere standen hinter den Bäumen. 8. Die Nächte sind lang. 9. Über uns sahen wir einen Vogel in der Luft. 10. Die Mädchen werden vor dem Schlosse singen.

11. Sein Vater kaufte ihm einen Hut. 12. Welcher Schneider macht Ihre Röcke? 13. Unsere Schwester ist vor drei Tagen nach Hause gekommen. 14. Die Gabel fiel unter den Tisch. 15. Ich legte die Uhr auf den Stuhl. 16. Wo kauft man Fleisch? 17. Das Tier hat keine Hände.

1. He was between me and his brother. 2. His father has bought him a pair [of] shoes. 3. His hat was not in the room. 4. Three chairs are standing beside the table. 5. My dog and I ran behind the house. 6. He was well yesterday, but I have not seen him to-day. 7. The merchant was in London five days ago. 8. I saw only water under me. 9. The guests of my father will come to-morrow. 10. We shall buy two horses and a wagon. 11. Her watch fell on the table. 12. She stood beside me, but did not see me. 13. These hats are not new. 14. Give the animals water and meat. 15. The child had his shoes in his hands. 16. The trees in the village are beautiful.

LESSON XI.

STRONG DECLENSION, CLASS III.

112. This class adds *er* to make the nominative plural, with modification of the vowel in all nouns capable of taking it. The remarks with regard to the retention or omission of *e* in the genitive and dative singular of the

second class apply also to the third class. The endings are as follows:

	SINGULAR.	PLURAL.
N.	——	—— ["] er
G.	——(e)s	—— ["] er
D.	——(e)	—— ["] ern
A.	——	—— ["] er

113. To this class belong about fifty monosyllabic neuters, about half a dozen polysyllabic neuters; about a dozen masculines (cf. § 231); and all nouns ending in *tum*, a few of which are masculine, the rest being neuter. There are no feminines in the class.

114. Declension of nouns in the third class: —

das Blatt, the leaf der Mann, the man der Irrtum, the error

	SINGULAR.		
N.	<i>das Blatt</i>	<i>der Mann</i>	<i>der Irrtum</i>
G.	<i>des Blattes</i>	<i>des Mannes</i>	<i>des Irrtums</i>
D.	<i>dem Blatte</i>	<i>dem Manne</i>	<i>dem Irrtum</i>
A.	<i>das Blatt</i>	<i>den Mann</i>	<i>den Irrtum</i>
	PLURAL.		
N.	<i>die Blätter</i>	<i>die Männer</i>	<i>die Irrtümer</i>
G.	<i>der Blätter</i>	<i>der Männer</i>	<i>der Irrtümer</i>
D.	<i>den Blättern</i>	<i>den Männern</i>	<i>den Irrtümern</i>
A.	<i>die Blätter</i>	<i>die Männer</i>	<i>die Irrtümer</i>

115. Decline in this class *Buch, Kind, Haus, Bild, Lieb, Glas, Schloß, Schwert, Dorf, Wald*; also *das Ei, the egg*,

das Feld, *the field*, das Gesicht, *the face*, das Kleid, *the dress*, das Thal, *the valley*, (der) Gott, *God*.

116. Declension of the Interrogatives *wer*, *who*, and *was*, *what* :—

N.	wer	was
G.	wessen (wes)	wessen (wes)
D.	wem	(no dative)
A.	wen	was

117. *Wer* is used of *persons*, for both genders and numbers, and *was* of *things*. The declension of *wescher*, which is used both as an adjective and a pronoun, is given in § 60.

SUBSTITUTION OF *wo* AND *da* FOR PRONOUNS.

118. Instead of a dative or accusative of *was* with a preposition, *wo*, *where* (before a vowel *wor*), is used in composition with the preposition. Thus: *woburch*, for *burch was*; *worauf* for *auf was*. Notice English *wherewith*, *whereby*, etc. In a similar manner *da*, *there* (before a vowel *dar*), is used instead of the dative or accusative of a third personal pronoun or of a demonstrative pronoun, when the pronoun refers to a *thing*, not to a person. Thus: *damit*, for *mit ihm*; *darauß*, for *auß ihm*. The phrases *with it*, *with them*, *in it*, *in them*, etc., when referring to things, will therefore be translated by *damit*, *darin*, etc. Notice English *therewith*, *therein*, etc. Carefully avoid the use after a preposition of *was*, and of the third personal pronoun or demonstrative pronoun when referring to things.

VOCABULARY.

der Römer, <i>the Roman</i>	zwölf, <i>twelve</i>
sechs, <i>six</i>	können (§ 250), <i>can, to be able</i>
sieben, <i>seven</i>	führen, <i>lead</i>
acht, <i>eight</i>	auch, <i>too, also</i>
neun, <i>nine</i>	ja, <i>yes</i>
zehn, <i>ten</i>	nichts (indec.), <i>nothing</i>
elf, <i>eleven</i>	

EXERCISE XI.

1. Das Kind fand sieben Eier im Walde. 2. Wem gaben Sie die Schwerter? 3. Sie werden im Irrtum bleiben. 4. Die Dörfer in diesem Thale sind sehr klein. 5. Er kann nichts sehen. 6. Mein Vater führte mich in den Wald. 7. Der Hund sah dem Manne ins Gesicht. 8. Die Römer hatten viele Götter. 9. Haben Sie die Kleider meiner Mutter gesehen? 10. Ja, und sie sind sehr schön. 11. Sind deine Bücher auch neu? 12. Worauf hat er gestanden? 13. Die Männer konnten solche Schlösser nicht bauen. 14. In welchem Monat sind wir gekommen? 15. Hast du nur zwölf Gläser auf dem Tische? 16. Der Wald ist groß, und viele Bäume wachsen darin.

1. He had ten pictures in his room. 2. We shall teach you to-morrow. 3. The children are eating meat and eggs. 4. Can you lead my brother home? 5. We have the glasses, but there is no water in them. 6. I can bake the cakes to-morrow. 7. Which houses will you buy? 8. He has given his sons the hats and the shoes. 9. They had also fallen into these errors. 10. Yesterday the horses had nothing to eat. 11. She

saw many birds in (auf) the fields. 12. No trees grow in these valleys. 13. The pupils could not learn their lesson. 14. The girl has only two dresses. 15. In these shops they (man) speak German and English. 16. Do you hear the songs of the children?

LESSON XII.

WEAK DECLENSION.

119. To this declension belong masculines in *e* of more than one syllable, about twenty monosyllabic masculines (which formerly ended in *e*), many foreign masculines accented on the last syllable; all feminines of more than one syllable not expressly provided for elsewhere, about sixty monosyllabic feminines. There are no neuters in the declension. The vowel is never modified for the plural. The endings of the declension are as follows: —

SINGULAR.		PLURAL.
N.	——	——(e)n
G.	——(e)n	——(e)n
D.	——(e)n	——(e)n
A.	——(e)n	——(e)n

120. Declension of nouns of the weak declension:—

der Knabe, *the boy* die Blume, *the flower* die Schwester, *the sister*

SINGULAR.

N.	der Knabe	die Blume	die Schwester
G.	des Knaben	der Blume	der Schwester
D.	dem Knaben	der Blume	der Schwester
A.	den Knaben	die Blume	die Schwester

PLURAL.

N.	die Knaben	die Blumen	die Schwestern
G.	der Knaben	der Blumen	der Schwestern
D.	den Knaben	den Blumen	den Schwestern
A.	die Knaben	die Blumen	die Schwestern

121. Like Schwester are declined feminines in el and er. Feminines in in double the n in the plural. Thus: die Königin, pl. die Königinnen. Herr, *Lord, master, gentleman*, is declined with n through the singular and en through the plural. Thus: der Herr, des Herrn, etc.; pl. die Herren, etc.

122. Decline according to the weak declension Frau, Gabel, Blume, Freundin, Tante, Straße, Musik, Tinte, Aufgabe, Uhr, Königin, Rose, Woche; also der Nefte, *the nephew*, der Student, *the student*, der Mensch, *(the) man, human being*, der Graf, *the count*, die Sprache, *the language*, die Brücke, *the bridge*, die Erde, *the earth, ground*, die Zeit, *the time*.

COMPOUND NOUNS.

123. Compound nouns have the gender and declension of their last component only, the remainder of the compound being unchanged in the course of declen-

sion. Thus: *der Apfelbaum, the apple-tree*, is declined like *Baum*, not like *Apfel*, its plural being *Apfelbäume*. There are only a few exceptions to this statement.

124. It being presumed that the rules for the division of nouns into classes have been mastered, the student will be expected in most cases to know the proper class of any new noun. The plural of nouns will be noted in the vocabularies only when the rules already given do not apply. Unless expressly noted in the vocabularies all masculine monosyllables are to be declined in the second class with umlaut in the plural, if the stem-vowel is capable of modification; all monosyllabic neuters in the third class with umlaut in the plural; all feminines, whether monosyllabic or polysyllabic, unless expressly provided for in the rules, in the weak declension.

Der AS DEMONSTRATIVE.

125. When emphatic, *der* standing before a noun is often used as a demonstrative adjective in the sense of *this, that*, its declension being as in § 54. It is also used, when standing alone, as a demonstrative pronoun in the sense of *this, that* (also *this* or *that one, he, etc.*), and is then declined as follows: —

	SINGULAR.			PLURAL.
N.	<i>der</i>	<i>die</i>	<i>daß</i>	<i>die</i>
G.	<i>dessen (des)</i>	<i>deren (der)</i>	<i>dessen (des)</i>	<i>deren (derer)</i>
D.	<i>dem</i>	<i>der</i>	<i>dem</i>	<i>denen</i>
A.	<i>den</i>	<i>die</i>	<i>daß</i>	<i>die</i>

126. Observe that the German regularly uses the neuter *dieses* (generally simply *dies*) and *daß* with the singular or plural of *sein* when followed by a predicate noun. Thus: *dies ist meine Freundin, this is my*

friend; das sind Äpfel, *those are apples*. (For the use of da instead of the demonstrative with prepositions, see § 118.)

VOCABULARY.

dreizehn, <i>thirteen</i>	ein und zwanzig, <i>twenty-one</i>
vierzehn, <i>fourteen</i>	mögen (§ 250), <i>may, to like</i>
fünfzehn, <i>fifteen</i>	blühen, <i>to bloom</i>
sechzehn, <i>sixteen</i>	thun (§ 248), <i>to do</i>
siebzehn, <i>seventeen</i>	liegen, (§ 239), <i>to lie</i>
achtzehn, <i>eighteen</i>	zeigen, <i>to show</i>
neunzehn, <i>nineteen</i>	mit (dat.), <i>with</i>
zwanzig, <i>twenty</i>	nicht wahr? <i>is it not true (so)</i>

EXERCISE XII.

1. Die Uhren lagen auf dem Tische. 2. Der König kann viele Sprachen sprechen. 3. In jenen Zeiten lebte kein Mensch auf der Erde. 4. Die Nissen des Grafen sind auch Studenten, nicht wahr? 5. Der Herr wird das nicht thun. 6. Welche Blumen blühen in Ihrem Garten? 7. Die Schwestern der Königin haben auch Schlösser. 8. Der Lehrer hat den Knaben die Bücher gezeigt. 9. Er mag das Brot nicht. 10. Mein Freund ist mit mir über die Brücke gegangen. 11. Das sind die Freundinnen seiner Schwester. 12. Vor vierzehn Tagen kauften wir diese Gabeln. 13. Die Frauen waren nicht zu Hause. 14. Die Herren sind die Gäste meines Vaters, nicht wahr? 15. Die Tanten des Knaben sind jung und schön. 16. Die Stadt hat viele Straßen, und sie sind sehr lang.

1. Many flowers were blooming in the forest. 2. We shall go with you to-morrow. 3. Did you see the birds

in the apple-trees? 4. Those gentlemen are your friends, are they not (*nicht wahr*)? 5. The students will learn our language. 6. Yesterday we had twenty-four plates. 7. We were standing upon the bridge. 8. Her aunt showed her the watch and the hat. 9. Who is that? That is my mother. 10. These are not their forks. 11. The merchant showed the pictures [to] the count. 12. There are many cities and villages upon the earth. 13. William did this, but we did not hear him. 14. My nephews will sing the piece to-day. 15. We could see the paintings every day. 16. The boys can read English, but they cannot speak it.

LESSON XIII.

IRREGULAR DECLENSION OF NOUNS.

127. *Der Name, the name*, and several other masculine nouns, often drop *n*, or *en*, of the nominative singular, but retain it elsewhere. Thus: *Der Name, des Namens, dem Namen*, etc.; pl., *die Namen*, etc. *Das Herz, the heart*, is treated in the same way, but has the accusative like the nominative. Thus: *das Herz, des Herzens, dem Herzen, das Herz*; pl., *die Herzen*, etc. A list of these words with defective stems is in the Appendix, § 233.

128. *Der Nachbar, the neighbor*, and *der Vetter* represent a small number of masculine and neuter nouns which make their singular according to the first declen-

sion and their plural according to the second. Thus: *der Nachbar, des Nachbars*, etc., but *die Nachbarn*, etc. These words make up what is known as the *mixed declension*. See Appendix, § 234.

129. Words compounded with *Mann* form their plural with *Leute*, *people*, when taken collectively. Thus: *Kaufmann*, pl., *Kaufleute*. But the plural is formed with *Männer* when reference is made to individuals only, not to a class.

FOREIGN NOUNS.

130. Foreign nouns are variously declined. Some keep the declension of the language from which they come; others are declined in part as German words; but most foreign nouns, even when they retain their foreign accent, are fully declined like German nouns. Of those partly Germanized, observe that nouns in *um* or *ium* change *um* to *en* in the plural, and those in *al* or *il* add *ien* in the plural, the genitive singular ending in *s*. Thus: *das Studium*, *study*, *des Studiums*, pl., *die Studien*; *das Mineral*, *mineral*, *des Minerals*, pl., *die Mineralien*.

DECLENSION OF PROPER NAMES.

131. Proper names are inflected like common nouns, unless they are the names of persons, places (towns, etc.), or neuter names of countries.

132. Names of persons, if declined, usually take *s* for the genitive, the other cases being like the nominative;

but feminine names in *e* and masculines ending in a sibilant take *enſ* for the genitive. Thus: *Wilhelmſ*, *Elisabethſ*, *Schillerſ*; but *Magenſ*, *Marienſ*. The dative and accusative of both genders formerly ended in *(e)n*, but this ending is now generally omitted.

133. Names of persons are not usually inflected, if preceded by the article. Thus: *deſ Wilhelm*, *der Marie*.

134. Names of countries and places form their genitive in *ſ*; if they end in a sibilant, they make no genitive, but indicate the relation by the preposition *von*, or some other device. The construction with *von* may take the place of the genitive of the names which can add *ſ*, and is the regular construction after the names of sovereigns, rulers, etc.

NOTE. — Further details will not be given here. The use of the apostrophe with sibilants instead of the termination of the genitive and the occasional formation of other cases and the plural are left to the advanced grammar.

NOUNS OF WEIGHT AND MEASURE.

135. Masculine and neuter nouns of weight, measure, quantity, or extent usually stand in the singular after numerals. Thus: *drei Pfund Caffee*. But *drei Tassen Caffee*.

136. As has already been illustrated in various sentences, after nouns of weight, measure, quantity, or extent the noun designating the substance measured is ordinarily not put in the genitive, but remains

uninflected. Thus: drei Tassen Kaffee, ein Glas Wasser. But if the noun is preceded by an adjective, it is put in the genitive (or sometimes von with the dative is used). Thus: eine Flasche roten Weines.

VOCABULARY.

der Haufe (§ 127), <i>the heap</i>	die Schweiz, <i>Switzerland</i>
der Unterthan (§ 128), <i>the subject</i>	(das) England, <i>England</i>
	(das) Deutschland, <i>Germany</i>
der Kaffee, <i>the coffee</i>	(das) Paris, <i>Paris</i>
der Wein, <i>the wine</i>	das Pfund (pl., Pfunde), <i>the pound</i>
der Rhein, <i>the Rhine</i>	
die Tasse, <i>the cup</i>	fließen, f. (§ 246), <i>to flow</i>
die Flasche, <i>the bottle</i>	tadeln, <i>censure, blame</i>
(die) Marie, <i>Mary</i>	von (dat.), <i>from, of</i>

EXERCISE XIII.

1. Viele Städte Deutschlands sind groß geworden. 2. Die Straßen von Paris sind sehr schön. 3. Haben Sie heute Ihre Nachbarn gesehen? 4. Mariens Vater lebt in der Schweiz. 5. Dieses Wasser wird in den Rhein fließen. 6. Die Königin von England hat sehr viele Unterthanen. 7. Wilhelms Bruder hat diesen Haufen Äpfel gekauft. 8. Es war ein Knabe Namens Max. 9. Der Lehrer tadelte die Schwester der Gertrud. 10. Er ist von der Stadt London gekommen. 11. Wie viele Tassen Kaffee hat der Wilhelm gehabt? 12. Jene Herren sind Kaufleute und nicht Studenten. 13. Er zeigte uns das Herz des Tieres. 14. Diese Mineralien lagen in der Erde. 15. Die Veilchen blühen unter dem Apfelbaum. 16. Sie sprach nur von solchen Studien.

1. The Rhine flows through Germany. 2. William's father bought a shop in the village. 3. Where did you find this heap of minerals? 4. His brothers are merchants in London. 5. The dog ran from the street into Max's house. 6. Elizabeth's cousins will live in the city [of] Paris. 7. Give them five bottles of wine. 8. I heard the name of your neighbor. 9. He had eight pounds of coffee and three pairs of shoes. 10. They led the horse of the count through the streets of London. 11. He was in the room, but he did not remain in it. 12. This flower grows only in (the) Switzerland. 13. The subjects of the king love and praise him. 14. Our hearts laughed and sang. 15. They will censure Mary's friend. 16. The servant laid two bottles of this wine upon the table.

LESSON XIV.

DECLENSION OF ADJECTIVES.

137. Adjectives when used in predicate or appositively (that is, after the noun) are not declined; but adjectives used attributively (that is, before a noun expressed or understood) are declined. There are two declensions of adjectives, the strong and the weak (or the first and the second); and under certain circumstances there is a combination of the two, which we may call the mixed declension.

STRONG DECLENSION.

138. Adjectives belong to the strong declension when they are not preceded by one of the articles or by some other (declinable) limiting word (such as *jeder*, *dein*, etc.). The terminations of the strong declension are the same as those of *dieser* (cf. § 58); but the genitive singular, masculine and neuter, of the adjective generally ends in *en*, rather than *es*, when the genitive of the noun ends in (e)*s*. This avoids repetition of the same form.

139. Declension of *klein* with a noun of each gender:

	SINGULAR.	PLURAL.
N.	<i>kleiner Baum</i>	<i>kleine Bäume</i>
G.	<i>kleines (kleinen) Baumes</i>	<i>kleiner Bäume</i>
D.	<i>kleinem Baume</i>	<i>kleinen Bäumen</i>
A.	<i>kleinen Baum</i>	<i>kleine Bäume</i>
N.	<i>kleine Stadt</i>	<i>kleine Städte</i>
G.	<i>kleiner Stadt</i>	<i>kleiner Städte</i>
D.	<i>kleiner Stadt</i>	<i>kleinen Städten</i>
A.	<i>kleine Stadt</i>	<i>kleine Städte</i>
N.	<i>kleines Haus</i>	<i>kleine Häuser</i>
G.	<i>kleines (kleinen) Hauses</i>	<i>kleiner Häuser</i>
D.	<i>kleinem Hause</i>	<i>kleinen Häusern</i>
A.	<i>kleines Haus</i>	<i>kleine Häuser</i>

DECLENSION OF CARDINAL NUMERALS.

140. The cardinal numerals are usually not declined. When an adjective, *ein* is inflected like the indefinite article; when a pronoun, it is inflected like *dieser*, the

nominative being *einer, eine, eines* (or commonly *eins*). Say *eins* (not *ein*), *zwei*, etc., when merely counting. With *der* the declension of *ein* is like that of any other adjective (*der eine*, etc.; see Lesson XV.). *Million* is also regularly inflected as a feminine of the weak declension.

VOCABULARY.

der Einwohner, (pl., -woh- ner), <i>the inhabitant</i>	achtzig, <i>eighty</i> neunzig, <i>ninety</i>
die Feder, <i>the feather, pen</i>	hundert, <i>hundred</i>
die Tasche, <i>the pocket</i>	hundert und eins, <i>one hundred</i> and one
das Jahr (pl., Jahre), <i>the</i> <i>year</i>	tausend, <i>thousand</i>
die Kleider, <i>the clothes,</i> <i>clothing</i>	(die) Million, <i>million</i>
dreißig, <i>thirty</i>	schreiben (§ 245), <i>to write</i>
vierzig, <i>forty</i>	müssen (§ 250), <i>must, to have</i> <i>to</i>
fünfzig, <i>fifty</i>	oft, <i>often</i>
sechzig, <i>sixty</i>	arm, <i>poor</i>
siebzig, <i>seventy</i>	reich, <i>rich</i>

EXERCISE XIV.

1. Das Kind muß neue Schuhe haben. 2. Wilhelms Vater ist sehr arm. 3. Er hatte zwei kleine Uhren in der Tasche. 4. Jener Mann kauft nur alte Kleider. 5. London hat vier Millionen Einwohner. 6. Wir schreiben mit kleinen Federn und schwarzer Tinte. 7. Er war fünfzig Jahre alt. 8. Die Söhne reicher Väter werden oft arm. 9. Baute der Schneider zwei Häuser oder nur eins? 10. Sie lief von ihrem Vater zu ihrer Mutter. 11. Dies sind weiße und graue Hüte. 12.

Wir haben gestern rote Blumen im Walde gesehen. 13. Oft ist man schwarzes Brot in Deutschland. 14. Sie hatten eine Flasche alten Weines. 15. Haben Sie junge Pferde? Nein, ich habe nur alte. 16. Alter Freund, ich werde dich morgen sehen.

1. There are thirty days in a month. 2. We eat only white bread. 3. The houses of rich men are often very beautiful. 4. Among the guests were pretty boys and girls. 5. He had to learn his lesson. 6. Give me two bottles of new wine. 7. Have you red and blue flowers? I have only white [ones]. 8. These pockets are very large. 9. Were they rich or poor? 10. The castles of Germany are often large. 11. The inhabitants of Paris can see beautiful pictures. 12. Did you write with blue ink? 13. Those birds have black feathers. 14. I shall buy new books and clothes tomorrow. 15. This city will have two million inhabitants. 16. In the year 1887 we saw the queen in London.

LESSON XV.

WEAK DECLENSION OF ADJECTIVES.

141. An adjective preceded by *der*, or by one of the words declined like *der* (cf. § 60) belongs to the weak declension. The student will meet with other limiting words (such as *vieler*, *einiger*) which may cause the ad-

jective to be of the weak declension. If such words are inflected, it is always safe to decline the adjectives **weak**, as the purpose of adjective inflection is to show the gender, number, and case of the noun only when a preceding limiting word has not already done so.

142. The endings of the weak declension are as follows: —

SINGULAR.			PLURAL.		
<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
N. <i>ε</i>	<i>ε</i>	<i>ε</i>		en	
G. en	en	en		en	
D. en	en	en		en	
A. en	<i>ε</i>	<i>ε</i>		en	

143. Observe that the ending is *ε* in five places, but is elsewhere en. Adjectives ending in *el*, *en*, *er* may reject the *ε* either of these terminations or of the declensional ending *en* (cf. § 64).

144. Declension of a weak adjective with a noun of each gender: —

SINGULAR.		PLURAL.	
N.	der junge Mann	die jungen Männer	
G.	des jungen Mannes	der jungen Männer	
D.	dem jungen Manne	den jungen Männern	
A.	den jungen Mann	die jungen Männer	
N.	die junge Frau	die jungen Frauen	
G.	der jungen Frau	der jungen Frauen	
D.	der jungen Frau	den jungen Frauen	
A.	die junge Frau	die jungen Frauen	

N. das junge Pferd	die jungen Pferde
G. des jungen Pferdes	der jungen Pferde
D. dem jungen Pferde	den jungen Pferden
A. das junge Pferd	die jungen Pferde

145. Two or more adjectives under the same circumstances will be treated alike. Thus: lange, graue Kleider; die langen, grauen Kleider. The declension of the adjective is the same whether the noun is expressed or understood. When an adjective is used as a noun, it is still declined as an adjective, but must begin with a capital. Thus: der Alte, *the old man*; die Armen, *the poor*. Participles when used as adjectives are declined like other adjectives. Thus: die singenden Vögel, das gefallene Blatt.

TRANSPPOSED ORDER.

146. Subordinate clauses regularly have the personal verb the last word in the clause. See sentences 6, 11, 13, in Exercise XV. This arrangement of words is known as the *transposed order*, and differs from the other orders in the position of the personal verb. Observe that a subordinate clause must always be cut off from the rest of the sentence by a comma, or commas. (See also §219).

VOCABULARY.

der Sommer, <i>the summer</i>	kurz, <i>short</i>
der Winter, <i>the winter</i>	kalt, <i>cold</i>
der Frühling, <i>the spring</i>	warm, <i>warm</i>

der Herbst, <i>the autumn</i>	freundlich, <i>friendly</i>
der Deutsche (§ 145), <i>the</i>	gut, <i>good</i>
<i>German</i>	einige, <i>some</i>
das Papier, <i>the paper</i>	jetzt, <i>now</i>
wollen (§ 250), <i>will, to wish,</i>	balb, <i>soon</i>
<i>purpose</i>	wie, <i>how</i>
deutsch, <i>German</i>	daß, <i>that (conj.)</i>
angenehm, <i>pleasant, agreeable</i>	weil, <i>because</i>

EXERCISE XV.

1. In seinen Taschen fanden wir einige roten Äpfel. 2. Haben Sie das weiße Papier gekauft? 3. Er will nur deutsche Bücher lesen. 4. Die großen Städte sind mir nicht angenehm. 5. Ich lobe diese jungen Kinder, weil sie gut sind. 6. Es ist gut, daß sie das kurze Lied sang. 7. In den langen Tagen des Sommers werden wir oft in den schönen Wald gehen. 8. Der freundliche junge Mann gab ihr das neue Buch. 9. Die Deutschen lieben sehr die Musik. 10. Wie viele warmen Kuchen hast du gegessen? 11. Er wird bald kommen, weil er uns seine neue Uhr zeigen will. 12. Im Winter haben wir kurze Tage und lange Nächte. 13. Wir mußten gestern zu Hause bleiben, weil es kalt war. 14. Der Sohn unseres geliebten Freundes ist heute gestorben. 15. Sie wollen drei neue Häuser bauen. 16. Die Schlüssel der kleinen Zimmer sind in meiner Tasche.

1. We had some small tables in the room. 2. Which tailor made your new coat? 3. German is the language of the Germans. 4. The warm days of (the) autumn are very pleasant [to] us. 5. I shall soon see the friendly faces of your brothers. 6. We could not

find him, because he is now in London. 7. Is the paper that you bought yesterday red or blue? 8. In (the) spring the violets will bloom. 9. We shall not learn the long lesson to-day. 10. Those white flowers are not pretty. 11. We bought these German pictures in Paris. 12. They were not willing to live in the large city. 13. How many large rooms have you in your new house? 14. This small village has only short streets. 15. The meat of such young animals is not good. 16. We saw that your cousin was standing behind the chair.



LESSON XVI.



MIXED DECLENSION OF ADJECTIVES.

147. After *ein* and the words declined like *ein* (cf. § 64) the adjective is partly of the strong and partly of the weak declension. In the three places of the singular where these words have no ending (masculine and neuter nominative and neuter accusative), the adjective is strong; elsewhere in the singular and through the plural it is weak; this so-called mixed declension is therefore not a separate declension, but merely a combination of the other two.

148. Declension of an adjective with *fein* and a noun of each gender; the endings in black-faced letters are strong, the others weak:—

SINGULAR.	PLURAL.
N. kein neuer Hut	keine neuen Hüte
G. keines neuen Hutes	keiner neuen Hüte
D. keinem neuen Hute	keinen neuen Hüten
A. keinen neuen Hut	keine neuen Hüte
N. keine neue Gabel	keine neuen Gabeln
G. keiner neuen Gabel	keiner neuen Gabeln
D. keiner neuen Gabel	keinen neuen Gabeln
A. keine neue Gabel	keine neuen Gabeln
N. kein neues Kloster	keine neuen Klöster
G. keines neuen Klosters	keiner neuen Klöster
D. keinem neuen Kloster	keinen neuen Klöstern
A. kein neues Kloster	keine neuen Klöster

RELATIVE PRONOUNS.

149. The German relatives are *welcher*, *der*, *wer*, *was*. *Welcher* is declined as in § 58, except that, as a relative, its genitive, both singular and plural, is not used. *Der* is declined as in § 125, but has only the one genitive plural, *deren*. Except in the genitive, when *der* only is used, *welcher* and *der* are usually interchangeable. They represent English *who*, *which* or *that*. *Wer* (which never has an antecedent) and *was* are declined as in § 116, and are compound relatives: *wer* means (*he*) *who*, *whoever*, etc., and *was*, *that which*, *what*, *whatsoever*, etc. (See also § 184). The substitution of *wo* (*wor*) for *was* with a preposition takes place as with the interrogative (cf. § 118). *Wo* (*wor*) is also often substituted for the dative or accusative of other relatives, referring to *things*, when used with a preposition.

150. The relative pronoun should never be omitted nor should the preposition governing it be separated from it, as is often the case in English. The clause introduced by a relative is always subordinate and must therefore take the transposed order (§ 146). A verb dependent on a relative is put in the *third person*, even if the antecedent of the relative is a pronoun of the first or second person. But the verb may be put in the first or second person, if the pronoun is repeated after the relative. Thus: *Ich, der ich dein Freund bin.*

ORDINAL NUMERALS.

151. The ordinals are formed by adding *t* to the cardinal up to twenty (except *erst*, *first*, and *dritt*, *third*) and *ft* from twenty on. Thus: *zweit*, *acht*, *zehnt*, *zwanzigst*, *einundzwanzigst*, *fünzigst*, *hundertst*. They follow the rules for adjective inflection.

Es giebt, es ist.

152. *Es giebt*, *es gab*, etc., with the accusative, may often signify *there is*, *there are*, *there was*, *there were*, etc. *Es giebt* differs from *es ist* (*es sind*) in expressing what is more indefinite or in a more indefinite (larger) place, while *es ist* expresses what is definite or in a definite (small) place. Thus: *Es ist ein Vogel in dem Zimmer*; *es giebt viele guten Bücher.*

VOCABULARY.

der Sonntag, <i>Sunday</i>	gern haben, (<i>have gladly</i>), <i>to</i>
der Montag, <i>Monday</i>	<i>like</i>
der Dienstag, <i>Tuesday</i>	schlafen (§ 241), <i>to sleep</i>
der Brief, <i>the letter</i>	soßen (250), <i>shall, ought</i>

die Zeitung, *the newspaper* tragen (§ 240), *to carry, wear*
 das Land, *the land, country* vielleicht, *perhaps*
 auf dem (das) Land, *in (into)* einst, *once, formerly*
 the country so, *so*
 grün, *green* gut, *well* (adv.)
 müde, *tired*

EXERCISE XVI.

1. Soll ich am Sonntag mein neues Kleid tragen? 2. Das Lied, welches sie gestern sang, war sehr kurz. 3. Das ist dein alter Freund, dessen Bücher ich so oft gelesen habe. 4. Eure hübsche Freundin geht heute aufs Land. 5. Der Montag ist der zweite Tag der Woche und der Dienstag der dritte. 6. Sie haben unsere grünen Bäume sehr gern. 7. Dies ist der zwei- undzwanzigste Brief, den ich ihm geschrieben habe. 8. Er ist so müde, daß er nicht gut schlafen kann. 9. Die Römer hatten einst sehr reiche Länder. 10. Das ist vielleicht sein junger Bruder, der mit ihm gekommen ist. 11. Es giebt viele Menschen, welche nicht lesen und schreiben können. 12. Er sucht den Engländer, dem er einst diente. 13. Der Lehrer tadelte ihre kleinen Schwestern. 14. In den Zeitungen lesen wir von den Klöstern, die man jetzt bauen will. 15. Der Graf zeigte ihnen sein großes Schwert. 16. Wer das sagt, ist kein guter Mann.

1. William the First was king of England. 2. They ought to buy his German books. 3. Perhaps it was your little guest who was eating the cake. 4. The children will wear their new clothes Tuesday. 5. Tomorrow will be the thirtieth day of this month. 6. The poor woman of whom you were speaking died yesterday.

7. Our cousin once (cf. § 87) wore a white coat. 8. He wrote only a short letter because he was tired. 9. The teacher praised the pupil whose letter he had read. 10. The Germans love their great country. 11. They read their new piece well, but they could not sing the new songs. 12. Are these the violets which you planted in the garden? 13. These two boys are so young that they must remain at home. 14. He laughs because his little brother likes the picture. 15. He who lives in the country can see the green fields. 16. Have you found the German newspapers which your nephew gave you?

LESSON XVII.

COMPARISON OF ADJECTIVES.

153. Adjectives are compared by adding to the positive *er* for the comparative and *(e)ſt* for the superlative. Monosyllabic adjectives whose vowel is *a*, *o*, or *u* (not *au*) generally modify the vowel in the comparative and superlative, but there are some such monosyllables which do not modify.

154. Adjectives ending in *e* add only *r* for the comparative; those in *eſ*, *er*, *en* drop the *e* of these terminations before *er*. The superlative regularly adds only *ſt*, but after *b*, *t*, or a sibilant *eſt* is generally added.

155. The following illustrate the rules just given :—

klein	kleiner	kleinst
angenehm	angenehmer	angenehmst
jung	jünger	jüngst
alt	älter	ältest
edel, <i>noble</i>	edler	edelst
kurz	kürzer	kürzest
klar	klarer	klarst

156. The following adjectives are compared irregularly :—

gut	besser	best
viel	mehr	meist
hoch (hoch when inflected), <i>high</i>	höher	höchst
nah, <i>nigh, near</i>	näher	nächst
groß	größer	größt

157. Comparatives and superlatives follow the rules for adjective declension. Thus: ältere Männer, das kleinste Kind, mein jüngster Bruder.

158. Unlike the positive and comparative, the superlative can not be used in predicate in its uninflected form, but an adverbial phrase made up of *am* (an dem) and the dative of the superlative is used. Thus: Im Frühling sind die Bäume am schönsten; im Winter sind die Tage am kürzesten. This form with *am* is, however, not used, if the adjective is not the real predicate; that is, if the noun is understood, or if the superlative is modi-

fied by a phrase or clause. Thus: Dieses Haus ist das schönste in der Stadt.

159. *As* — *as* with the positive is translated by *so* — *wie*, or *eben so* (*even so*) — *wie*. Sometimes *als* is used instead of *wie*. Thus: Er ist (eben) so groß wie ich; der Kaufmann ist ein eben so guter Mann wie dein Vater. In comparisons the English *than* is rendered by *als*. Thus: Dieser Knabe ist jünger als sein Bruder.

FRACTIONALS.

160. Fractionals (except die Hälfte, *the half*) are formed by adding to the ordinal the termination *tel* (contracted from *Teil*, *part*). Thus: Viertel, *fourth, quarter*; Fünftel, *fifth*; Achtel, *eighth*; Zehntel, *tenth*, etc. These words are all neuter nouns. Besides the noun Hälfte German has also the adjective halb which may be inflected as any other adjective.

COUNTING TIME.

161. In counting time the cardinal numbers are used with *Uhr* (which is then treated as indeclinable) to express the hours. Thus: ein Uhr, *one o'clock*; sieben Uhr, *seven o'clock*. The half hours and the quarters are counted forward. Thus: halb sechs, *half past five*; (ein) Viertel (auf) sechs, *a quarter past five*; drei Viertel (auf) sechs, *a quarter to six*. The minutes may be expressed by *nach* and *vor*. Thus: zwanzig Minuten nach fünf, *twenty minutes past five*; achtzehn Minuten vor sechs, *eighteen minutes to six*. Other prepositions used to express the minutes will be readily intelligible.

VOCABULARY.

der Mittwoch, <i>Wednesday</i>	wie viel Uhr ist es? <i>what</i>
der Donnerstag, <i>Thursday</i>	<i>o'clock is it?</i>
der Freitag, <i>Friday</i>	um (acc.), <i>at</i> (time of day)
der Sonnabend, <i>Saturday</i>	um drei Uhr, <i>at three o'clock</i>
der Kopf, <i>the head</i>	sanft (comp., sanfter), <i>soft,</i>
der Zucker, <i>the sugar</i>	<i>gentle</i>
die Reise, <i>the journey</i>	süß, <i>sweet</i>
die Kirsche, <i>the cherry</i>	amerikanisch, <i>American</i>
trinken (§ 237), <i>to drink</i>	

EXERCISE XVII.

1. Einst war er der reichste Kaufmann in der Stadt; jetzt ist er ärmer. 2. Nächsten Sonnabend wird der Student um sechs Uhr kommen. 3. Die deutschen Kirschen sind besser und süßer als die amerikanischen. 4. Er ist ebenso groß wie ich, aber ich bin älter als er. 5. Zwei Drittel und ein Sechstel sind zehn Zwölftel. 6. Die edelsten Menschen sind oft nicht die reichsten. 7. Im Sommer sind die Tage am längsten und die Nächte am kürzesten. 8. Die arme Frau kaufte nur ein halbes Pfund Zucker. 9. Der Mann hat einen größeren Kopf als der Knabe. 10. Wie viel Uhr ist es? Es ist dreiundzwanzig Minuten vor zehn. 11. Am Freitag machten wir eine kleinere aber angenehmere Reise. 12. Die jüngere Tochter ist sanfter und freundlicher als die ältere. 13. Ich trank nur die Hälfte des süßesten Weines. 14. Man sieht den nahen Wald mit seinen hohen Bäumen sehr gern. 15. Am Mittwoch war unsere Tante kränker als am Montag. 16. Paris ist die schönere, aber London ist die größere und reichere Stadt.

1. Her youngest sister is very ill. 2. Will it soon be

half past one o'clock? 3. His new coat is not as gray as his old [one]. 4. She is prettier than her friend. 5. We have beautiful roses, but the roses in their garden are the most beautiful. 6. Next Thursday their youngest son will be twenty-one years old. 7. Our flowers are most beautiful in the spring. 8. Perhaps he is older than you, but he is not so large as you. 9. The gentle, friendly old man died on (the) Friday. 10. Can you come at three or a quarter past three? 11. There was no sugar in the coffee which he was ~~dr~~inking. 12. That dog is smaller than (the) most dogs. 13. On (auf) the journey we saw no better apples than our American [ones]. 14. This horse's head is the largest that I have seen. 15. The birds were eating the sweetest and best cherries. 16. The nights are clearer in winter than in summer.

LESSON XVIII.

SUBJUNCTIVE OF *haben*.

102. The subjunctive mode differs from the indicative chiefly in regularly inserting *e* before consonantal endings (cf. § 72). The first and third person of the singular are alike. The conjugation of the auxiliary *haben*, although offering some irregularities, is given first because of the part this verb plays in the inflection of other verbs.

163. Subjunctive of haben :—

PRESENT.

ich habe, *I may have, etc.*

du habest

er habe

wir haben

ihr habet

sie haben

PRÆTERIT.

ich hätte, *I might have, etc.*

du hättest

er hätte

wir hätten

ihr hättet

sie hätten

PERFECT.

ich habe gehabt, *I may have had, etc.*

PLUPERFECT.

ich hätte gehabt, *I might have had, etc.*

FUTURE.

ich werde haben, *I shall have, etc.*

du werdest haben

er werde haben

wir werden haben

ihr werdet haben

sie werden haben

FUTURE PERFECT.

ich werde gehabt haben, *I shall have had, etc.*

du werdest gehabt haben

er werde gehabt haben

wir werden gehabt haben

ihr werdet gehabt haben

sie werden gehabt haben

CONDITIONAL.

ich würde haben, *I should have, etc.*

du würdest haben

er würde haben

wir würden haben

ihr würdet haben

sie würden haben

CONDITIONAL PERFECT.

ich würde gehabt haben, *I should have had, etc.*

du würdest gehabt haben

er würde gehabt haben

wir würden gehabt haben

ihr würdet gehabt haben

sie würden gehabt haben

USES OF THE SUBJUNCTIVE.

164. The translation given above for the subjunctive is merely intended to be suggestive. The German subjunctive is so much more widely used than the English that subjunctive forms will have various translations. It often happens that the German subjunctive must be rendered by the English indicative or potential. And yet the essential nature of the subjunctive is the same in the two languages. It expresses *possibility, doubt, uncertainty, etc.*

165. The fact that the subjunctive denotes possibility, doubt, etc., leads to its use in suppositions contrary to fact. In the clause of condition (that is, the *if* clause, the protasis) the preterit or pluperfect subjunctive is used; in the result or conclusion (the apodosis) the preterit or pluperfect subjunctive is used, or for them may be substituted the forms of the conditional. See sentences 3 and 8 in Exercise XVIII.

166. German also uses the subjunctive in indirect discourse, where the sentiments and not the exact words of another are given. As a rule, use the tense that would be used in the direct discourse. If this rule should call for a form which cannot be distinguished from the corresponding form of the indicative, then change from the present to the preterit subjunctive, etc. See sentences 1, 4, 6, 10, and 13 in Exercise XVIII.

THE CONDITIONAL.

167. The conditional tenses are formed by the preterit subjunctive of *werden* with the infinitive, simple and compound. They therefore bear the same relation to the two futures as the preterit to the present, and correspond in meaning to the preterit and pluperfect subjunctive respectively. They may be substituted for these tenses, as noted in §165, in the conclusion of a supposition contrary to the fact; also elsewhere when these tenses would be the same in form in the indicative and the subjunctive. In the same way the conditional may take the place of the future, when the future indicative and subjunctive are alike. See sentences 3 and 8 in Exercise XVIII.

INVERTED ORDER AFTER SUBORDINATE CLAUSES.

168. In agreement with the statement in § 102, the principal clause must have the *inverted order*, if the subordinate clause precedes. See sentences 7 and 8 in Exercises XVIII.

VOCABULARY.

der Amerikaner, (pl., -aner)	ich möchte gern, <i>I should like</i>
the American	to
der Onkel, <i>the uncle</i>	dürfen (§ 250), <i>may, to be per-</i>
die Schule, <i>the school</i>	<i>mitted, dare</i>
die Kirche, <i>the church</i>	durch (acc.), <i>through</i>
das Wetter, <i>the weather</i>	zu, <i>too</i>
die Leute, <i>the people</i>	wenn (cf. § 219), <i>if, when</i>

französisch, *French*englisch, *English*schlecht, *bad*artig, *well-behaved, good*doch, *though, nevertheless, cer-**tainly, surely, I think, you**know, etc.*

EXERCISE XVIII.

1. Elisabeth sagt, daß sie nur französische Bücher habe.
 2. Das Kind möchte gern zur Schule gehen, aber das Wetter ist zu schlecht. 3. Wir hätten einen bessern Diener (*or* würden — haben), wenn wir Wilhelm hätten. 4. Mein Vetter sagte, daß die Leute schlechte Pferde hätten. 5. Die Kuchen waren doch sehr gut. 6. Unser Onkel schrieb, daß er Max sehr gern habe. 7. Wenn wir durch den Wald zur Kirche gehen, so sehen wir die schönsten Vögel. 8. Wenn wir schönere Tage gehabt hätten, so hätten wir eine angenehmere Reise gehabt (*or* würden wir — gehabt haben). 9. In der Schule dürfen die Kinder nicht lachen. 10. Er sagt, daß er in dem neuen Hause wohnen werde. 11. Das Zimmer war nicht warm, weil der Ofen zu klein war. 12. Ich möchte gern diese hübsche Uhr nach Haus nehmen. 13. Mein Vater sagte mir, daß du artige Kinder habest. 14. Die englischen Zeitungen sind besser als die deutschen. 15. Der Amerikaner schrieb seinem Freunde, daß er zwei alte Gemälde habe. 16. Am Sonnabend war er krank und konnte nichts essen.

1. May she show me your new spoons and forks?
2. Gertrude says that she has a blue dress. 3. Would you have a better dog, if you had the black [one]?
4. Such people surely ought not to come. 5. We should like to lie under the tall trees in this green

valley. 6. Our friend wrote that she had more than twenty rooms in her house. 7. When the children are in the country, (so) they are well-behaved. 8. They would have liked me, if I had had better clothes. 9. If the weather is not too bad, (so) we [shall] go to (the) school next Monday. 10. He said that he would have two French paintings next week. 11. (The) most Americans have often read about (von) the great English castles. 12. The teacher said that the old cities had once had many inhabitants. 13. The dog came out of the garden and ran through the house, did it not (nicht wahr)? 14. Your brother said that you had had larger hammers than these. 15. The children were permitted to wear their new clothes to (the) church. 16. On Thursday I wrote a short letter [to] your uncle.



LESSON XIX.

SUBJUNCTIVE OF WEAK AND STRONG VERBS.

169. The present and preterit tenses of the subjunctive of weak verbs differ from the same tenses of the indicative only in making the third singular of the present end in *e*, and in uniformly retaining *e* before consonantal endings. The present subjunctive of strong verbs is like that of weak verbs, the vowel of the second and third persons singular never being changed; but the preterit

subjunctive of these verbs adds *e* for the first and third persons singular, and modifies the vowel, if possible, for all the forms of the tense. The compound tenses of the subjunctive are formed with the subjunctive of the auxiliaries.

170. Subjunctive of a weak and a strong verb :—

PRESENT.	PRESENT.
ich lobe, <i>I may praise, etc.</i>	ich gebe, <i>I may give, etc.</i>
du lobest	du gebeſt
er lobe	er gebe
wir loben	wir geben
ihr lobet	ihr gebet
ſie loben	ſie geben
PRETERIT.	PRETERIT.
ich lobte, <i>I might praise, etc.</i>	ich gäbe, <i>I might give, etc.</i>
du lobteſt	du gäbeſt
er lobte	er gäbe
wir lobten	wir gäben
ihr lobtet	ihr gäbet
ſie lobten	ſie gäben
PERFECT.	PERFECT.
ich habe gelobt, <i>I may have praised, etc.</i>	ich habe gegeben, <i>I may have given, etc.</i>
PLUPERFECT.	PLUPERFECT.
ich hätte gelobt, <i>I might have praised, etc.</i>	ich hätte gegeben, <i>I might have given, etc.</i>
FUTURE.	FUTURE.
ich werde loben, <i>I shall praise, etc.</i>	ich werde geben, <i>I shall give, etc.</i>

FUTURE PERFECT.

ich werde gelobt haben, *I shall have praised, etc.*

FUTURE PERFECT.

ich werde gegeben haben, *I shall have given, etc.*

CONDITIONAL.

ich würde loben, *I would praise, etc.*

CONDITIONAL.

ich würde geben, *I would give, etc.*

CONDITIONAL PERFECT.

ich würde gelobt haben, *I would have praised, etc.*

CONDITIONAL PERFECT.

ich würde gegeben haben, *I would have given, etc.*

USES OF THE SUBJUNCTIVE.

171. The nature and force of the subjunctive (cf. § 164) lead to its use commonly in clauses to express purpose after daß, damit (*in order that, so that*). See sentences 2 and 11 in Exercise XIX.

172. The subjunctive is also naturally employed in expressing wishes, requests, etc. See sentences 3 and 8 in Exercise XIX.

THE DAY OF THE MONTH.

173. The day of the month is expressed by the ordinal, and, by abbreviation, the name of the month is left unchanged after the numeral. Thus: Es ist der zehnte Januar. Corresponding to the English use of *on* or of the simple objective in naming dates, the German employs an dem (generally contracted to am) or the simple accusative with the definite article. Thus: am fünften März, den fünften März. The latter form is especially employed in dating letters. When figures are

used, the dates may be written thus: am (*or* den) 5ten März, am (*or* den) 5. März.

VOCABULARY.

der Januar', <i>January</i>	der Dezember, <i>December</i>
der Februar', <i>February</i>	der wievielfte, <i>what day (of</i>
der März, <i>March</i>	<i>the month)</i>
der April', <i>April</i>	vorig, <i>former, last</i>
der Mai, <i>May</i>	arbeiten, <i>to work, labor</i>
der Ju'ni, <i>June</i>	schon, <i>already</i>
der Ju'li, <i>July</i>	je, jemals, <i>ever</i>
der August', <i>August</i>	nie, niemals, <i>never</i>
der September, <i>September</i>	lange (adv.), <i>long, for a long</i>
der October, <i>October</i>	<i>time</i>
der November, <i>November</i>	als, <i>when, as</i> (cf. § 219)

EXERCISE XIX.

1. Wenn dein Schwager den Laden nicht schon gekauft hätte, so hätten wir es gethan. 2. Mein Nefte arbeitet heute sehr lange, damit er morgen nicht arbeiten müsse. 3. Lange lebe der gute alte König. 4. Den wievielften haben wir heute? Es ist der dreißigste April. 5. Als wir vorigen Sonntag zur Kirche gingen, sahen wir das kleine Mädchen. 6. Seine Nachbarn sagten, daß der Mann kein Herz habe. 7. Hast du ihm je geschrieben, daß er kommen darf? 8. Möge er nie in diesen Irrtum fallen. 9. Der Januar ist der erste und der Juni der sechste Monat des Jahres. 10. Der König will, daß der Graf heute komme. 11. Der Schüler hat die Aufgabe gut gelernt, damit ihn der Lehrer lobe. 12. Goethe starb am 22. März 1832 in Weimar. 13. Der Knabe

sagt, daß du den Vogel schon gefangen hättest. 14. „Rufst! Rufst!“ sagte der König, „damit ich nicht höre, was sie sagen!“ 15. Hätten Sie einen längern Brief geschrieben, wenn Sie die Zeit gehabt hätten? 16. Am ersten Juli werden wir zu Hause sein.

1. May you never praise a worse man! 2. On March 1, 1871, Paris fell into the hands of the Germans. 3. If his father had praised him, he would have worked well. 4. Her aunt wrote, “You must come to-day.” 5. Say to him that he must go to-morrow. 6. When we were in England last July, we had to wear our warm clothing. 7. Would you have given the watch to me, if you had not already given it to your nephew? 8. What day of the month is it* to-day? It is Tuesday, December 8, 1891. 9. She said that the man had been standing for a long time. 10. Schiller died on May 9, 1805. 11. Who said that I ever censured him? 12. He came in order that he might show us the wagon. 13. We read in the newspaper that you had built a new house. 14. [Let] the subject serve the king. 15. The boy goes to school that he may learn. 16. As he lay under the tree, he heard the bird sing (*inf.*).

* See sentence 4 in the German exercise.

LESSON XX.

SUBJUNCTIVE OF *sein*.

174. Subjunctive of *sein* : —

PRESENT.

ich *sei*, *I may be, etc.*
 du *seiest*
 er *sei*
 wir *seien*
 ihr *seiet*
 sie *seien*

PRETERIT.

ich *wäre*, *I might be, etc.*
 du *wärest*
 er *wäre*
 wir *wären*
 ihr *wäret*
 sie *wären*

PERFECT.

ich *sei gewesen*, *I may have been, etc.*

PLUPERFECT.

ich *wäre gewesen*, *I might have been, etc.*

FUTURE.

ich *werde sein*, *I shall be, etc.*

FUTURE PERFECT.

ich *werde gewesen sein*, *I shall have been, etc.*

CONDITIONAL.

ich *würde sein*, *I should be, etc.*

CONDITIONAL PERFECT.

ich *würde gewesen sein*, *I should have been, etc.*

175. Subjunctive of werden : —**PRESENT.****PRETERIT.**

ich werde, <i>I may become, etc.</i>	ich würde, <i>I might become, etc.</i>
du werdest	du würdest
er werde	er würde
wir werden	wir würden
ihr werdet	ihr würdet
sie werden	sie würden

PERFECT.**PLUPERFECT.**

ich sei geworden, <i>I may have become, etc.</i>	ich wäre geworden, <i>I might have become, etc.</i>
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FUTURE.**FUTURE PERFECT.**

ich werde werden, <i>I shall become, etc.</i>	ich werde geworden sein, <i>I shall have become, etc.</i>
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CONDITIONAL.**CONDITIONAL PERFECT.**

ich würde werden, <i>I should become, etc.</i>	ich würde geworden sein, <i>I should have become, etc.</i>
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SUBJUNCTIVE OF OTHER VERBS WITH sein.

176. The present and preterit of verbs conjugated with *sein* are made as described in § 169. The following synopsis of the subjunctive of *kommen* will show how the other tenses of such verbs are formed : —

PRESENT.**PRETERIT.**

ich komme

ich käme

PERFECT.**PLUPERFECT.**

ich sei gekommen

ich wäre gekommen

FUTURE.

ich werde kommen

FUTURE PERFECT.

ich werde gekommen sein

CONDITIONAL.

ich würde kommen

CONDITIONAL PERFECT.

ich würde gekommen sein

USES OF THE SUBJUNCTIVE.

177. The subjunctive is often used to give a tone of reserve or doubt in sentences where the English employs the indicative. See sentence 5 below. But this and other idiomatic uses of the subjunctive must be left to the advanced grammar. It should be observed, however, that the relations of time so definitely expressed by the tenses of the indicative are less sharply defined in the subjunctive and are not infrequently entirely lost.

VERBS IN *ieren*, *eln*, *ern*.

178. Verbs in *ieren* do not prefix *ge* in the past participle. Thus: *studieren*, to study; *studiert*, studied. Verbs whose stem ends in *el* and *er* may drop the *e* of this termination before the verbal ending *e*; elsewhere they may drop the *e* of the verbal ending. Thus: *wandern*, to wander, *wandre*, I wander; *wir wandern*, we wander.

IRREGULAR WEAK VERBS.

179. The verb *bringen*, to bring, of which the principal parts are *bringen*, *brachte*, *gebracht*, is a representative class of verbs which change their vowel in the preterite and past participle, but also add the endings

of the weak conjugation. Three of these verbs (bringen being one) also modify the vowel in the preterit subjunctive. These words are given in the Appendix, § 251.

VOCABULARY.

der Franzose, <i>the Frenchman</i>	wenige, <i>few, a few</i>
die Kuh (pl., Kühe), <i>the cow</i>	bitten (§ 239), <i>to request, ask</i>
das Thea'ter, <i>the theatre</i>	(<i>for, um, acc.</i>)
das Schauspiel (pl., -spiele), <i>spectacle, play</i>	spazieren gehen, <i>to take a walk</i> gern, <i>gladly, willingly</i> (with verbs often, <i>like to</i>)
Herr Schmidt, <i>Mr. Schmidt</i>	um (acc.), <i>around, about</i>
Frau Klemm, <i>Mrs. Klemm</i>	für (acc.), <i>for</i>
Fräulein Marie, <i>Miss Mary</i>	was für, <i>what sort (kind) of,</i> <i>anything, some</i> <i>what</i>
etwas (indec.), <i>something,</i>	
alle, <i>all</i>	

EXERCISE XX.

1. Herr Schmidt sagt, daß er seiner Tochter den Namen Elisabeth gegeben habe. 2. Wir gingen gern spazieren, wenn wir nur die Zeit hätten. 3. Fräulein Marie sagt, daß die Franzosen bessere Gemälde haben als die Deutschen. 4. Haben Sie je etwas Hübscheres gesehen? 5. Man dürfte das niemals sagen. 6. Der Onkel ist schon durch viele Länder gewandert. 7. Studiere mehr, damit du deine Aufgabe besser lernest. 8. Was für ein Schauspiel gaben sie in dem Theater? 9. Das Kind bat mich um ein Stück Fleisch für seinen Hund. 10. Alle sagten, daß Frau Klemm die Gläser brächte. 11. „O, daß die Kuh nicht gestorben wäre!“ sagte der Arme. 12. Nur Wenige haben ein solches Buch studiert. 13. Wenn der

Knabe artig wäre, so hätte ich ihn sehr gern. 14. Wir hätten schönere Blumen gehabt, wenn das Wetter wärmer gewesen wäre. 15. Er wäre gern gekommen, aber er war zu müde. 16. Was für Eier habt ihr gefunden?

1. The air would be warmer, if the days were longer. 2. What kind of clothes was Mr. Schmidt wearing when you saw him? 3. He studies his lesson, that he may learn it. 4. The girls said that the young Frenchman had not brought the key of the shop. 5. Miss Elizabeth stood before us and had something in her hand. 6. The students like* to wander through the valleys. 7. The king said, "You have only one king, and you shall have only one name for God." 8. Our friends wrote last May that it had been cold in Paris. 9. They were all standing about the cow, which was lying on (auf) the ground. 10. They have been working for a long time and ask now for something to eat. 11. Oh, that my son were not ill! 12. If he had a new pair of boots, (so) he would go to school. 13. When we were taking a walk, we saw only a few people. 14. If he had not fallen into the water, he would not have become ill. 15. The American said that he had gone to (in) the theatre and had seen the new play. 16. If he has not already been studying, he must do so (es) now.

*See sentence 2 in the German exercise.

LESSON XXI.

INSEPARABLE VERBS.

180. The prefixes *be*, *ent* (or *emp*), *er*, *ge*, *ver*, *zer* are never separated in the course of inflection from the verb with which they are compounded. They are therefore known as inseparable prefixes, and the verbs with which they are compounded as inseparable verbs, or, more strictly, as verbs inseparably compounded. These prefixes never have the accent, and do not permit the prefixing of *ge* in the past participle. Thus: *bewohnen*, *bewohnte*, *bewohnt*. They have no other effect on the conjugation of the verb. (But in some cases the auxiliary is changed, owing to a change in the force of the verb when compounded.) These prefixes usually change more or less the meaning of the verb with which they are compounded. (See § 253.)

181. Conjugation of the inseparable verb, *bewohnen*,
to occupy: —

PRINCIPAL PARTS.

bewohnen *bewohnte* *bewohnt*

INDICATIVE.

PRESENT.

ich bewohne

PRETERIT.

ich bewohnte

PERFECT.

ich habe bewohnt

PLUPERFECT.

ich hatte bewohnt

FUTURE.

ich werde bewohnen

FUTURE PERFECT.

ich werde bewohnt haben

IMPERATIVE.

bewohne

INFINITIVES.

bewohnen, zu bewohnen bewohnt haben, bewohnt zu haben

PARTICIPLES.

bewohnend

bewohnt

NOTE. — The subjunctive is omitted here and will be omitted hereafter, as the student can readily make its forms after the analogy of the indicative.

TRANSLATIONS OF *SOME*.

182. The word *some* preceding a noun is commonly omitted in translating into German, but may be rendered by *etwas* for the singular and *einige* for the plural. When standing alone, it becomes *etwas* in the singular and *einige* (sometimes *welche*) in the plural.

Viel, wenig, all.

183. *Viel* and *wenig* are usually not declined in the singular, but are regularly declined in the plural. *All*, when standing before a noun, is fully declined like *dieser*, but before the article, the demonstratives, and the possessive adjectives it is often not declined. In the plural it is usually not followed by the article.

THE INDEFINITE RELATIVE *was*.

184. In this connection may be mentioned the regular use of *was* instead of *daß* or *welches* after a neuter pronoun, personal, demonstrative, or indefinite (*es*, *daß*, *alles*, *nichts*, *viel*, etc.) or a neuter adjective used as a noun, without a definite antecedent. Thus: *alles, was ich habe* ; *daß Beste, was sie kauften*.

VOCABULARY.

der Abend, <i>the evening</i>	verlieren (§ 246), <i>to lose</i>
(daß) Amerika, <i>America</i>	behaupten, <i>to assert</i>
viel, <i>much</i> , pl., <i>many</i>	gefallen (dat., § 241), <i>to please</i>
wenig, <i>few</i> , <i>little</i>	erhalten (§ 241), <i>to receive</i>
all, <i>all</i> , <i>each</i>	zerstören, <i>to destroy</i>
ganz, <i>whole</i> , <i>entire</i> , <i>all</i>	empfangen (§ 242), <i>to receive</i> ,
früh, <i>early</i>	<i>welcome</i>
heute früh, <i>this morning</i>	entdecken, <i>to discover</i>
morgen (gestern) früh, <i>to-</i>	verkaufen, <i>to sell</i>
<i>morrow (yesterday) morn-</i>	begegnen, f. (dat.), <i>to meet</i>
<i>ing</i>	nun, <i>now</i>
bitte, <i>please</i>	ohne (acc.), <i>without</i>
beginnen (§ 238), <i>to begin</i>	

EXERCISE XXI.

1. Morgen früh empfangen wir unsere Gäste aus Berlin.
2. Gestern Abend hat er die Zeitung und zwei Briefe erhalten.
3. Das kleine Dorf gefällt meinem Nachbar.
4. Die Einwohner hatten die Stadt zerstört.
5. Wir bewohnen nun ein ganzes Haus.
6. Der Student behauptete, daß er all seine Bücher verloren habe.
7. Bitte, kaufen Sie mir auch ein

wenig Tinte. 8. Um wie viel Uhr werden Sie uns auf (to) das Schloß führen? 9. Die Tiere lagen auf der Erde und schliefen. 10. Wem sind Sie gestern begegnet? 11. Es war viel Wasser im Thale. 12. Die Mädchen beginnen schon neue Stücke zu lernen. 13. Können Sie uns sagen, wer Amerika entdeckt hat? 14. Wollt ihr ohne mich gehen? 15. Wie viele Tische und Stühle hat man schon verkauft? 16. Er spricht gern nur Deutsch, und doch kann er drei Sprachen sprechen.

1. Will you have some meat or some eggs? 2. Had you already begun the letter to (an, acc.) your sister? 3. Please take this wine and give it to your father. 4. The young men would not say to whom they had sold it. 5. Some early flowers are now blooming in the garden. 6. The gentleman heard only the first that she said. 7. The teacher asserted that the Romans had built the old bridge. 8. At what o'clock did you receive the paper? 9. Where did you receive all your friends? 10. Columbus discovered America on October 12, 1492. 11. He must not take a walk without his hat. 12. We met the children of our neighbors in the woods. 13. What small heads and feet they have! 14. The music pleased the count very [much]. 15. One evening (*gen.*) they found the lost letter in his pocket. 16. The pupils will begin to work to-morrow morning at ten o'clock.

LESSON XXII.

SEPARABLE VERBS.

185. Prepositions and adverbs, when compounded with verbs, are separable. The list of such prefixes is too long to be given here, but verbs thus separably compounded can readily be recognized by their not having one of the inseparable prefixes. The separable prefix and the verb are both accented, but the prefix has the principal accent.

186. These prefixes, now written in many situations as if they were a part of the verb, were once written as separate words. This former usage explains present usage. If the prefix is considered a separate word, and given the *position of an adverb*, it must evidently sometimes precede and sometimes follow the verb. For the same reason the prefix *ge* and the sign of the infinitive *zu* must come between the prefix and the verb. If the prefix takes the position of an adverb, it is also plain why it *follows* the present and the preterit tenses of the verb in a *principal clause* and *precedes* the same tenses in a *subordinate clause*. The prefix is now written as a part of the verb form when it precedes the verb. It must be placed after the other adverbial modifiers and the negative, when it follows the verb.

187. Conjugation of the separable verb *anfangen*, *to begin*:—

PRINCIPAL PARTS.

anfangen *fang an* *angefangen*

INDICATIVE.

PRESENT.

ich fange an

PRETERIT.

ich fing an

PERFECT.

ich habe angefangen

PLUPERFECT.

ich hatte angefangen

FUTURE.

ich werde anfangen

FUTURE PERFECT.

ich werde angefangen haben

IMPERATIVE.

fange an

INFINITIVES.

anfangen, anzufangen

angefangen (zu) haben

PARTICIPLES.

anfangend

angefangen

PREFIXES, SEPARABLE OR INSEPARABLE.

188. *Durch*, *hinter*, *über*, *unter*, and *um* are separable or inseparable; but in verbs separately compounded with these words, each element of the compound has its full meaning, while the inseparable compounds have an altered or figurative sense. Thus: *ü'berse'tzen* (sep.), *to set across, ferry over*; *überse'zen* (insep.), *to translate*. It should be observed that one of these prefixes is not generally used both separably and inseparably with the same verb.

189. In the present orthography *wider* (*against*) and *wieder* (*again*) are sharply distinguished; the former is inseparable, and the latter separable. In the older orthography this distinction in spelling was not observed. *Miß* (*mis*) is regularly inseparable, but some of its compounds take *ge* in the past participle; *voll* (*full*) forms a few inseparables and a number of separables.

VOCABULARY.

der Morgen (pl., Morgen), <i>the morning</i>	aufgehen, <i>to rise</i> (sun, etc.) untergehen, <i>to set</i>
der Held (§ 119), <i>the hero</i>	übersetzen (insep.), <i>to translate</i>
der Friede (§ 127), <i>the peace</i>	anziehen (§ 246), <i>to put on</i>
die Minute, <i>the minute</i>	ausbessern, <i>to mend</i>
die Sonne, <i>the sun</i>	abschreiben, <i>to copy</i>
die Schlacht, <i>the battle</i>	fragen, <i>to ask</i>
das Recht (pl., Rechte), <i>the</i> <i>right</i>	bei (dat.), <i>by, near, at the</i> <i>house of, with</i>
recht haben, <i>to be right</i>	bei dem Schneider, <i>at the</i>
unrecht haben, <i>to be wrong</i>	<i>tailor's</i>
ander, <i>other</i>	ob, <i>whether</i>
derselbe <i>the same</i>	

EXERCISE XXII.

1. Der Schneider bessert meinen Rock aus. 2. Am ersten Januar dieses Jahres ging die Sonne um zwanzig Minuten nach sieben auf. 3. Heute ist sie um neunzehn Minuten vor sechs untergegangen. 4. Gott gebe uns den Frieden! 5. Hat er schon seine Stiefel angezogen? 6. Wie viel Uhr ist es? Ich habe keine Uhr bei mir. 7. Bitte, wollen Sie das Stück ins Deutsch übersetzen. 8. Wir empfangen die Freunde bei Herrn Schmidt. 9. Schreibe den Brief ab und bringe

ihn zu mir. 10. Der Held fiel in der Schlacht bei (of) Lützen. 11. Er sagte, daß er meine Schuhe ausbessere. 12. „Da ward aus Abend und Morgen der dritte Tag.“ 13. Wir lesen dieselben Bücher und übersetzen sie ins Englisch. 14. Er fragte, ob die Andern auch unrecht hätten. 15. Der Schüler behauptete, daß er die Aufgabe anfinde. 16. Er begann seine Kleider anzuziehen.

1. You are right; it is half past eight. 2. You must mend your dress. 3. The sun was setting when the great battle began. 4. She has not translated the piece which you read yesterday. 5. He asked whether he should mend the book. 6. My son began to copy the letter at a quarter past three. 7. There were many heroes among the Romans. 8. Did you see my new coat at the tailor's? 9. They said that the sun had not risen. 10. The same flowers grow in our garden. 11. Have you lost the letter which your sister copied? 12. My cousin was putting on his boots, when I went into the room. 13. Peace be with you! 14. Has the count destroyed the other castle? 15. The aunt loved the child, because it was friendly and good. 16. Good morning (*acc.*), William. Have you brought me the newspaper?

LESSON XXIII.

REFLEXIVE VERBS.

190. Any German transitive verb may have a reflexive pronoun as its object; that is, it may have an object pronoun corresponding to the subject. Thus: Ich tadle mich, *I censure myself*. Verbs are, however, regarded as properly reflexive only when they are always used reflexively, or when they have a special meaning in this use.

191. The reflexive pronouns for the first and second persons are the same as the personal pronouns, mich, mir, dich, dir, uns, euch. For the third person and for Sie there is a special reflexive sich, which is used for both numbers and all three genders. The reflexive pronoun is generally in the accusative, but is sometimes in the dative and rarely in the genitive. Sich may be either accusative or dative. The conjugation of reflexive verbs offers no new features. The auxiliary is haben, and the reflexive pronoun takes the position of a pronoun object.

192. Conjugation of sich freuen, *to rejoice* :—

PRINCIPAL PARTS.

sich freuen freute sich gefreut

INDICATIVE.	
PRESENT.	PRETERIT.
ich freue mich	ich freute mich
du freust dich	du freutest dich
er freut sich, etc.	er freute sich, etc.
PERFECT.	PLUPERFECT.
ich habe mich gefreut	ich hatte mich gefreut
FUTURE.	FUTURE PERFECT.
ich werde mich freuen	ich werde mich gefreut haben
IMPERATIVE.	
freue dich	
INFINITIVES.	
sich (zu) freuen	sich gefreut (zu) haben
PARTICIPLES.	
sich freuend	sich gefreut (only in compound tenses)

193. Reflexive verbs are very common in German, being often used where they would be inadmissible in English. This is particularly the case with transitive verbs when it is desired to give them the force of an English intransitive. Thus: *Er wendet sich, he turns.* The reflexive is also sometimes used where we should expect a passive. Thus: *Der Schlüssel hat sich gefunden, the key has been found.*

Jemand, niemand, jedermann.

194. *Jemand, somebody, some one*, and *niemand, nobody, no one*, add (e)s for the genitive; they may form the dative in *em* or *en*, and the accusative in *en*, but are

usually not inflected in these cases. Jedermann, *everybody*, has (e)s in the genitive, the other cases being like the nominative.

VOCABULARY.

der Professor (§ 234), <i>the professor</i>	sich setzen, <i>to sit down, to take a seat</i>
der Fluß, <i>the river</i>	sich erinnern (gen., or all with acc.), <i>to remember, recall</i>
die Stunde, <i>the hour, the lesson</i>	sich befinden, <i>to be, do</i>
die Wand (pl., Wände), <i>the wall</i>	wissen (§ 251), <i>to know</i>
das Dach, <i>the roof</i>	sitzen (§ 239), <i>to sit</i>
das Gras, <i>the grass</i>	noch, <i>yet, still</i>
sich legen, <i>to lie down</i>	noch nicht, <i>not yet</i>

EXERCISE XIII.

1. Ich weiß nicht, wie er sich heute befindet. 2. Jedermann freute sich das Gesicht des alten Grafen wieder zu sehen. 3. Erinnerst du dich an den Namen des Professors? 4. Was für Apfelbäume haben Sie in Ihrem Garten? 5. Wir sehen jemand auf dem Dache. 6. Einige Kaufleute setzten sich an den Tisch. 7. Vor einer Stunde war Ihr Herr Onkel auf dem Flusse. 8. Ihr legtet euch ins Gras. 9. Es giebt viele kleinen Tiere in den Wäldern Amerikas. 10. Der große Held ist noch nicht gekommen. 11. Übermorgen fangen wir unsere deutschen Stunden an. 12. Wir blieben noch eine Stunde und lasen die Zeitungen. 13. Mein Freund saß vor mir in der Kirche. 14. Die Professoren freuten sich über die schönen Gemälde an der Wand. 15.

Niemand mußte, wo er wohnte. 16. Ich kann mich nicht daran erinnern.

1. You rejoiced to see the green apple-trees, did you not? 2. They were sitting by (an) the table, but he was still standing near the wall. 3. How are you to-day? 4. Do you know whose house this is? 5. For a long time no one could build a bridge over (*acc.*) this river. 6. The gentleman would not take a seat. 7. In an hour some one will show us where he lives. 8. We can see the high roofs of the houses. 9. The professor could not remember my name. 10 My father was very ill day before yesterday. 11. The dog wished to lie down in the water. 12. I did not sit down on the chair. 13. Everybody laughs when he begins to sing. 14. The horses can not eat the short grass. 15. It would be pleasant, if we could take our French lessons of (*bei*) the same teacher. 16. Did you ask whether they had mended the clothes?

LESSON XXIV.

IMPERSONAL VERBS.

195. Impersonal verbs are always in the third person singular, sometimes without a subject, but generally with the indefinite subject *es*. Impersonal verbs may refer to the phenomena of nature, or may be other

verbs used and inflected in a similar manner. Thus: *es regnet, it rains*; *es dürstet mich* or *mich dürstet, I am thirsty*; *es klopft, some one is knocking*; *es wundert mich, I wonder*; *es thut mir leid, I am sorry*. The conjugation of such verbs offers no new features and is omitted here. Impersonal verbs are more often used in German than in English.

REMARKS ABOUT SOME PRONOUNS AND ADJECTIVES.

196. *Ein* and *kein* are the pronoun forms of *ein* and *kein* and are declined like *dieser*. *Man* is used only in the nominative, but its missing cases may be supplied by those of *einer*. *Solch* may be placed before or after *ein*, but is uninflected when placed before. Thus: *solch ein* or *ein solcher*. *Manch* is usually declined as stated in § 58, but before *ein* it is uninflected and sometimes also before an adjective. Thus: *manch ein Mann*, *manch schöne Blumen* instead of *mancher Mann* and *manche schönen Blumen*. The same statement applies to *welch*, especially when it is exclamatory. Thus: *welch ein Mann*, *welch schöne Blumen*.

197. The demonstratives are often used where we should have the personal pronouns in English. This substitution may be made for euphony, for emphasis, or for the sake of greater clearness, the latter usage being especially important. Thus: *Der (for er) hat das Gute gethan, so lange er konnte*; *er sah den Mann und dessen Sohn (that is, the man's son)*; *er hat eine Schwester: kennen Sie dieselbe (for sie)?*

POSSESSIVE PRONOUNS.

198. From the possessive adjective *mein* is formed the possessive pronoun *meiner*, which is declined like *dieser*. For *meiner* may be substituted *der meine*, or *der meinige*, *meine* and *meinige* being declined like any other adjective. A similar series may be made from *dein*, *sein*, *ihr*, etc. Thus:

<i>meiner</i> ,	<i>der meine</i> ,	or <i>der meinige</i>
<i>deiner</i> ,	<i>der deine</i> ,	“ <i>der deinige</i>
<i>seiner</i> ,	<i>der seine</i> ,	“ <i>der seinige</i>
<i>unserer</i> ,	<i>der unſ(e)re</i> ,	“ <i>der unſ(e)rige</i> , etc.

The forms (*der*) *meine*, (*der*) *meinige* can not be used without the article. The words are used like English *mine*, *ours*, *yours* to take the place of a noun.

VOCABULARY.

<i>der Abſchied</i> , <i>departure</i> ,	<i>regnen</i> , <i>to rain</i>
<i>leave</i>	<i>donnern</i> , <i>to thunder</i>
<i>der Bote</i> , <i>the messenger</i>	<i>blitzen</i> , <i>to lighten</i>
<i>die Freude</i> , <i>the joy</i>	<i>ſchneien</i> , <i>to snow</i>
<i>das Geld</i> , <i>the money</i>	<i>hageln</i> , <i>to hail</i>
<i>das Leid</i> , <i>pain, sorrow</i>	<i>verſtehen</i> , <i>to understand</i>
<i>eſ thut mir leid</i> , <i>I am ſorry</i>	<i>eſ verſteht ſich</i> , <i>of course</i>
<i>kennen</i> (§ 251), <i>to know</i> , <i>be</i>	<i>eſ dürſtet mich</i> , <i>I am thirsty</i>
<i>acquainted with</i>	<i>immer</i> , <i>always</i>
<i>eſ wundert mich</i> , <i>I wonder</i> ,	<i>während</i> (<i>gen.</i>), <i>during</i>
<i>am aſtoniſhed</i>	<i>denn</i> , <i>for</i>
<i>flopfen</i> , <i>to knock</i> , <i>rap</i>	<i>wohl</i> , <i>probably, indeed.</i>

EXERCISE XXIV.

1. Es dürstet mich. Darf ich um ein Glas Wasser bitten?
 2. Es donnert und blitzt sehr oft im Sommer. 3. Es regnete schon, als wir Abschied nahmen. 4. Welch schöne Rosen hast du in der Hand! 5. Es versteht sich, daß Sie das Geld bei sich haben. 6. Es wundert mich, daß es heute schneit. 7. Es thut mir leid, aber ich kenne den Boten nicht. 8. Einer mußte durch den Fluß gehen, denn es war keine Brücke darüber. 9. Des Königs Freude war wohl groß, als er den Helden sah. 10. Während des Tages schläft dieser Vogel, aber er singt in der Nacht. 11. Es klopft. Wer kommt? 12. Gestern ist er seinem Vetter und einem Freunde desselben begegnet. 13. Es wäre nicht angenehm, wenn es heute hagelte. 14. Der Lehrer las, was der Schüler abgeschrieben hatte. 15. Wir wollen das erste und das zweite Stück übersehen. 16. Dies ist mein Buch; Wilhelm hat das Ihrige.

1. They could not take a walk, for it was raining.
 2. Gertrude said that she was sorry. 3. Are you thirsty? 4. My mother knew her and her daughter.
 5. They rejoiced to find (the) half of the money which they had lost. 6. It hails often in warm countries.
 7. At what o'clock did the sun set yesterday? 8. Probably you did not understand what the messenger said when he took his departure. 9. After (the) joy comes (the) sorrow. 10. Do you know who was knocking an hour ago? 11. Of course he was very [much] astonished. 12. It will snow to-morrow, will it not? 13. Does it always lighten when it thunders? 14. Dur-

ing the evening he wore one of my coats, because his was at the tailor's. 15. Can you remember (it, daran) where those professors live? 16. What pretty hands the girl has!

LESSON XXV.

PASSIVE VOICE.

199. The passive voice is formed in German by combining the past participle of a transitive verb with the auxiliary *werden*, and not with *sein* as we should expect from the analogy of the English. The only change in the conjugation of *werden* when forming the passive is the dropping of *ge* of the participle *geworden* in the compound tenses.

200. Conjugation of the passive of *loben* :—

INDICATIVE.	
PRESENT.	PRETERIT.
ich werde gelobt, <i>I am praised, etc.</i>	ich wurde gelobt, <i>I was praised, etc.</i>
du wirst gelobt, etc.	du wurdest gelobt, etc.
PERFECT.	PLUPERFECT.
ich bin gelobt worden, <i>I have been praised, etc.</i>	ich war gelobt worden, <i>I had been praised, etc.</i>

FUTURE.

ich werde gelobt werden, *I shall be praised, etc.*

FUTURE PERFECT.

I shall have been praised, etc.

IMPERATIVE.

werde gelobt, *be praised.*

INFINITIVES.

gelobt (zu) werden, *to be praised.* gelobt worden (zu) sein, *to have been praised*

PARTICIPLES.

gelobt werdend, *being praised* gelobt worden, *been praised*

201. The German has only the one form, *er wird gelobt*, for the various English forms *he is praised, he is being praised, etc.* The agent is expressed by *von* with the dative. Thus: *er wird von seinem Vater gelobt, he is praised by his father.*

202. The passive is much less used in German than in English. For it is substituted most frequently the active with *man*, or not infrequently the reflexive. Thus: *man baut eine Brücke über den Fluß, a bridge is being built over the river; der Schlüssel hat sich gefunden, the key has been found.* An English passive may often best be translated into German by using the active with the agent as subject.

203. A difficulty arises in understanding and translating the passive owing to the fact that the verb *to be* with a past participle may make a real passive or may

merely express a condition, or state. Thus the sentence, *The door was closed at eight o'clock* is ambiguous when standing alone. It may mean, *somebody closed the door at eight o'clock*, or *the door was already closed when somebody noticed it at eight o'clock*. The former idea, being the real passive, must be expressed by *werden*: *die Thür wurde um acht Uhr geschlossen*, the latter by *sein*: *die Thür war . . . geschlossen*. The difficulty is with the English, the German being perfectly clear. Often it will be at once evident that the agent has been merely omitted; then *werden* will, of course, be used. In other cases the difficulty can generally be removed by turning the English sentence into the active form; if the tense remains the same as before, use *werden*; if not, use *sein*.

SOME USES OF THE PERFECT AND PRESENT.

204. Sentences have already occurred in which the German has used the perfect tense where we should expect the preterit. Thus: *Ich habe gestern deinen Freund gesehen*; *Gott hat die Welt erschaffen* (*God created the world*). The subject can not be further investigated here. It may be noted also that the German uses the present, where we have the perfect, to express an action or state still continuing. Thus: *Wir sind schon lange in Amerika*, *we have been in America a long time (already)*.

VOCABULARY.

der Weg, <i>the way, road, path</i>	aufsetzen, <i>to put on</i>
der Kellner, <i>the waiter</i>	spielen, <i>to play</i>
die Eisenbahn, <i>the railroad</i>	wünschen, <i>to wish, desire</i>

das Auge (§ 128), <i>the eye</i>	seit (dat.), <i>since</i>
(das) Rom, <i>Rome</i>	weg, <i>away</i>
das Lustspiel, (pl., —spiele), <i>the comedy</i>	nimmer, <i>never</i> gegen (acc.), <i>against, towards</i>
heißen, intrans. (§ 245), <i>to be</i> <i>called, be named</i>	selten, <i>seldom, rarely</i> mal, <i>times</i>
antworten (dat. pers.), <i>to</i> <i>answer, reply to</i>	zehnmal, <i>ten times</i>

EXERCISE XXV.

1. Der Knabe wurde von seinem Vater gelobt. 2. Ein Lustspiel von Wichert ist gestern gespielt worden. 3. Das Schloß ist zerstört. Das Schloß wird zerstört. Das Schloß ist zerstört worden. 4. Der Kellner brachte mir noch eine Tasse Kaffee. 5. Ich kann ihm keinen andern Kopf aufsetzen. 6. Die jüngste Tochter, die Gertrud heißt, hat blaue Augen. 7. Der Brief muß morgen zweimal abgeschrieben werden. 8. Wir wohnen seit zehn Jahren in demselben Hause. 9. Vorigen Frühling baute man die neue Eisenbahn. 10. Der Mann konnte mir nicht antworten. 11. Alle Wege führen nach Rom. 12. Nimmer wird sie von ihrer Mutter gelobt. 13. Sein Rock wird vom Schneider ausgebeffert werden. 14. Gegen Abend wünschte er wegzugehen. 15. Diese Lieder werden nur selten gesungen. 16. Dieses Bild war noch nicht verkauft worden.

1. Where were these eggs found? 2. Can you tell me whether this road leads to the next village? 3. This piece will never be played. 4. He put on his hat and went away with me. 5. Lessing's comedy, "Minna von Barnhelm," is often read. 6. His neighbors were all

very friendly to (gegen) him. 7. Before the battle all [the] railroads had been destroyed. 8. Would you like to have a cup of coffee or a glass of wine? 9. They asked him what (wie) he was called, but he did not answer them. 10. How long have you been wearing this coat (already)? 11. They asked the waiter three times for a piece of bread. 12. All his money had already been given to the poor. 13. The young count has been studying in Berlin for (seit) two years. 14. More beautiful eyes than hers are seldom seen. 15. (The) well-behaved children are loved and praised. 16. Would you have wished it, if you had known him?

LESSON XXVI.

MODAL AUXILIARIES.

205. Können, mögen, müssen, dürfen, wollen, and sollen (cf. § 250) are unlike the English modal auxiliaries in that they have a complete conjugation (except that the imperative is wanting in all but wollen). But when one of these auxiliaries is used in a compound tense with an infinitive, it changes the participle to the form of the infinitive. Thus: *ich habe gehen wollen* (not *gewollt*). The synopsis of the indicative of können, for example, when it is to be used with an infinitive, is as follows: *ich kann, ich konnte, ich habe — können, ich hatte — können, etc.*

206. As the English modal auxiliaries are defective, the force of the German is often best given by substituting a phrase. Thus: *ich habe* — *müssen*, *I have been obliged*, *ich werde* — *können*, *I shall be able*, etc. But a greater difficulty is apt to arise in translating such phrases as *could have*, *should have*, *might have*, etc., into German. Occasionally the infinitive in such phrases really has the perfect tense, but ordinarily it is made perfect simply because the auxiliary is defective. For example, *I could have sold it*, is probably not *ich konnte es verkauft haben*, but *ich hätte es verkaufen können*. That is, *I could have sold it* generally means, *I should have been able to sell it*. The difficulty can be removed by substituting another English phrase of the same meaning, as just illustrated.

207. The many idiomatic uses of the auxiliaries can not be noted here, but the following common significations should be observed: —

- können*, ability, possibility (*can, is able, may*)
- mögen*, possibility, concession, liking (*may, like*)
- dürfen*, permission, venturing (*may, dare*)
- müssen*, absolute obligation, compulsion (*must, obliged to*)
- sollen*, moral obligation, report, necessity (*shall, is to, is said to*)
- wollen*, wish, intention, assertion (*will, is about to, claims*)

VERBS GOVERNING THE INFINITIVE WITHOUT *zu*.

208. Besides the modal auxiliaries the following verbs take an infinitive without *zu*: finden, heißen, helfen, hören, lassen, lehren, lernen, machen, and sehen. Thus: *ich hörte ihn lachen*. These verbs, except finden and machen, also use the infinitive instead of the past participle with another infinitive (cf. § 205). The infinitive without *zu* is used in a few other phrases, which need not be further mentioned here. Thus: *er ging spazieren*. Hören, lassen, and sehen are followed by the *active* infinitive, which may, however, be passive in meaning. Thus: *ich höre ihn preisen*, *I hear him praised*.

Lassen.

209. Lassen (241) is used with the active infinitive without *zu* not only in the sense of *let* but also in the sense of *have done, cause to be done, make do*, etc. Thus: *er ließ die Stiefel machen*, *he had the boots made*.

VOCABULARY.

der Regen, <i>the rain</i>	eben, <i>even, just</i>
der Edelstein, <i>the precious stone</i>	eben wollen, <i>be on the point of, be just about to</i>
der Diamant' (§ 119), <i>the diamond</i>	scheinen (§ 245), <i>shine, seem</i>
(der) Mittag, <i>noon</i>	wegen (gen.), <i>on account of</i>
(die) Mitternacht, <i>midnight</i>	senden (§ 251), <i>to send</i>
das Ufer, <i>the shore, bank</i>	denken (§ 251), <i>think</i>
das Gold, <i>the gold</i>	helfen (dat., § 238), <i>help</i>
das Silber, <i>the silver</i>	warum, <i>why</i>
heißen, <i>trans.</i> (§ 245), <i>bid</i>	bis, <i>until, till</i>

EXERCISE XXVI.

1. Es scheint, daß man neue Eisenbahnen bauen will. 2. Er fragt, ob er um Mitternacht gehen dürfe. 3. Der Kaufmann soll viele Diamanten und andere Edelsteine haben. 4. Du mußt zu Mittag am Ufer stehen. 5. Wir hätten das Gold senden können, aber wir haben es nicht gewollt. 6. Warum haben Sie ihm nicht helfen wollen? 7. Er ließ die Uhr aus Silber machen. 8. Der Mensch denkt; können die Tiere auch denken? 9. Der König hieß ihn weggehen. 10. Hast du die Vögel in der Luft singen hören? 11. Die Kinder müssen im Hause bleiben, bis es wärmer wird. 12. Wegen des Regens habe ich heute nicht ausgehen können. 13. Er wollte eben Abschied nehmen. 14. Magst du dieses Brot? 15. Weißt du, warum er an die Wand klopfte? 16. Nach der großen Schlacht hätte er Frieden machen sollen.

1. Can you see the banks of the river? 2. If we had had silver or gold, we could have helped them. 3. They did not wish to send the diamonds [to] him. 4. The messenger seems to be ill. 5. Would you like to buy five or ten pounds of this coffee? 6. Did the king bid you come at noon or at midnight? 7. Had the precious stones already been sold? 8. "Why did I have to do that?" thought he. 9. My daughter could not take a walk until the sun had set. 10. Our new neighbors are said to be very rich. 11. The count had the whole city destroyed. 12. I was on the point of asking the professor why he did not answer you. 13. Shall we lose our money, because you have lost yours? 14. He knows that he did not read the letter. 15. Have you

never seen the children playing (*inf.*) in the grass? 16.
No one could have worked better than he [did].

LESSON XXVII.

ADVERBS.

210. Almost all German adjectives, in their uninflected form, may be used as adverbs. The adverb is, therefore, often to be distinguished from the adjective only by the absence of the endings of inflection, or in many cases only by the context. There are also other words used only as adverbs.

211. Adverbs, when compared, are compared like adjectives, but the simple superlative in *ſt* is seldom admissible. Ordinarily an adverbial phrase with *an* or *auf* (occasionally in or *zu*) is used. Thus: *am beſten*, *aufſ ſchönſte*. The phrase with *am* is used when direct comparison is intended, the one with *aufſ* when no comparison is intended. Thus: *Er kam am früchſten von allen*, *he came earlieſt of all*; *alles in deſ Kaiſerſ Garten war aufſ feinſte ausgebadt*, *everything in the emperor's garden was moſt elegantly planned*.

212. *ſin* expreſſes motion *from*, and *her* motion *towards* the ſpeaker or the ſcene of the narrative. They are widely uſed with verbs and adverbs and muſt frequently be left untranslated. See ſentences 5, 8, and 15 in Exercise XXVII.

213. Analogous to the English use of *ever* with *who*, *when*, etc., *whoever*, *whenever*, etc., the German uses *auch*, *nur*, *immer* (*ever*) after similar words. But, unlike *ever*, these adverbs are commonly separated by one or more words from the words they modify. Thus: *Wer er auch sei, whoever he may be*; *wenn er auch komme, even if he come*.

PREPOSITIONS.

214. A number of the common prepositions are here given:

GENITIVE.

während, during *wegen, on account of*

DATIVE.

<i>aus, out of, from</i>	<i>seit, since</i>
<i>bei, by, near, at the house of, with</i>	<i>von, from, by, of</i>
<i>mit, with</i>	<i>zu, to, at, for</i>
<i>nach, towards, to, after</i>	

ACCUSATIVE.

<i>durch, through, by</i>	<i>ohne, without</i>
<i>für, for</i>	<i>um, around, about</i>
<i>gegen, towards, against</i>	<i>wider, against</i>

DATIVE OR ACCUSATIVE (CF. § 110).

<i>an, at, on</i>	<i>über, over, above</i>
<i>auf, upon, on, at</i>	<i>unter, under, below, among</i>
<i>hinter, behind</i>	<i>vor, before, in front of, ago</i>
<i>in, in, into</i>	<i>zwischen, between</i>
<i>neben, beside, by</i>	

215. The wide variety of signification and the many idiomatic usages of the prepositions cannot be noted

here. In addition to the prepositions just mentioned, there are a number of other words used prepositionally. There are also some compound prepositions, of which *gegenüber*, *opposite to*, is an example. Generally the preposition precedes its noun, but a few may follow the noun. Thus: *mit gegenüber*, *opposite to me*.

CONJUNCTIONS.

216. Conjunctions may be divided into three classes according to their effect upon the arrangement of the clause which they introduce. The first two of the following classes may be called co-ordinating, and the third class subordinating conjunctions.

217. General Connectives. These are *und*, *aber*, *allein*, *sondern*, *oder*, *denn*. They have no effect on the order of words.

NOTE. — *Aber*, *allein*, and *sondern* may all be translated by *but*. *Allein* is less common than *aber*; *sondern* differs from both in being strongly adversative (introducing an opposite statement), and can be used only after a negative. *Aber* like the English *however*, by which it is often best rendered, may stand within the clause.

218. Adverbial Conjunctions. These are originally and strictly adverbs, and when placed first in a clause they invert the personal verb. Standing within the sentence they do not invert the verb. Some of them are *also*, *accordingly*, *therefore*, *daher*, *therefore*, *doch*, *dennoch*, *nevertheless*, *yet*, *indessen*, *meanwhile*, etc.

219. Subordinating Conjunctions. These are such conjunctions as introduce only dependent or subordi-

nate clauses, and therefore transpose the personal verb to the end of the clause. Some of them are, *als*, *wenn*, *wann*, *when*, *da*, *as*, *since*, *weil*, *because*, etc.

NOTE. — Of the three words for *when*, *als* is used for a single action or event in past time; *wann* in questions, direct or indirect; and *wenn* in all other cases.

VOCABULARY.

der Räuber, <i>the robber</i>	ansehen, <i>to look at</i>
der Kaiser, <i>the emperor</i>	glauben, <i>to believe, think</i>
die Nachtigall, <i>the nightingale</i>	stehlen (§ 238), <i>to steal</i>
das Bett (§ 128), <i>the bed</i>	nennen (§ 251), <i>to name</i>
schnell, <i>quick, fast</i>	gerade, <i>exactly, just</i>
herrlich, <i>splendid</i>	wohin, <i>whither, where</i>

EXERCISE XXVII.

1. Der Graf sah den Knaben freundlich an. 2. Die Nachtigall sang so herrlich, daß wir uns sehr freuten. 3. Sein Haus ist nicht groß, sondern sehr klein. 4. Wissen Sie, wann die Musik anfängt? 5. Das Kind kam zu mir, der Hund aber lief schnell hinweg. 6. Da Räuber sein Geld gestohlen hatten, so konnte er die Uhr nicht kaufen. 7. Glaubst du, daß es heute schneien wird? 8. Bitte, kommen Sie hierher. 9. Es regnete, daher mußten wir zu Hause bleiben. 10. Er ist nicht müde, und doch geht er sehr früh zu Bette. 11. Eines Tages erhielt der Kaiser ein neues Buch über die Nachtigall. 12. Heute Abend sang der Vogel am besten. 13. Also mußte der Bote den Brief bringen. 14. Die neue Kirche steht der alten gerade gegenüber. 15. Wohin sollen wir gehen? 16. Der Feld war indeffen gestorben.

1. Our daughter was named after her aunt. 2. We rejoiced when we heard the nightingale singing (*inf.*) in the wood. 3. They lived exactly opposite to us. 4. The emperor did not believe what the robber said. 5. Meanwhile the woman had quickly made the beds. 6. He looked at me from head to (*biß, acc.*) foot. 7. This splendid castle was entirely destroyed ten years ago. 8. Come in (*herein*). 9. Waiter, when was this bread baked? 10. The children ran out (*cf. § 212*) into the garden. 11. Let us take a walk, for the sun is shining. 12. They were not her spoons, but ours. 13. I am ill; therefore you must go. 14. My guest did not wish to go without me, because he did not know the professor. 15. Their nephew has been living in Germany for (*feit*) two years, and yet he does not understand German. 16. Can you not run faster?

LESSON XXVIII.

ORDER OF WORDS.

220. That the varying position of the personal verb is the essential difference in the three word-orders (normal, inverted, and transposed) has already been noted in §§ 102 and 146. It should be further observed that principal clauses may have either the normal or inverted order, while subordinate clauses regularly have the transposed.

221. A principal clause must have the **normal order**, if its subject begins the sentence. By the **subject** is meant the subject-word with all its modifiers. If the sentence begins with anything else than the **subject** of the principal clause (except the conjunctions in § 217), the principal clause must be inverted. See sentences 1, 6, 8 in Exercise XXVIII.

222. The subordinate clause regularly has the **transposed order**, but if the conjunction *daß* is omitted, the clause takes the normal, or if the conjunction (*commonly wenn*) is omitted in conditions, the **inverted order**. See sentences 3 and 8 in Exercise XXVIII.

223. The regular position of the personal verb is **last** in the subordinate clause; but an auxiliary with **two** infinitives will precede them both instead of following them. Thus: *er weiß, daß er es hätte thun sollen.*

224. The position of the other common elements of the sentence has already been given in §§ 87 and 186, and applies to both principal and subordinate clauses. The following additional observations should be noted: —

1. Of two pronoun objects the accusative usually precedes. See sentence 9 in Exercise XXVIII.

2. For noun objects the order of cases is usually dative, accusative, genitive; but a noun object denoting a person usually precedes one denoting a thing. See sentence 15.

3. The order of occurrence of adverbs is usually

time, place, manner, degree; but a simple adverb precedes an adverbial phrase. See sentence 14.

4. In the inverted or transposed orders a pronoun object regularly precedes a noun subject. See sentence 11.

225. Many exceptions to the foregoing rules are found in German usage, but the rules are important as showing the usual construction of the German sentence. It should also be noted that the inverted order is much commoner in German than in English, and is often used to give emphasis to a word or phrase by putting it first in the sentence.

ACCUSATIVE AND GENITIVE OF TIME.

226. As has already been illustrated in various sentences, the accusative is used to express definite and the genitive indefinite time, or repeated, habitual actions. Thus: *Er kam den nächsten Tag*; but *er kam eines Abends*.

ADVERBIAL GENITIVE.

227. In this connection may be noticed the adverbial use of the genitive. Thus: *abends, in the evening*, *morgens, in the morning*, *teils, partly*, *rechts, to the right*, *links, to the left*.

VOCABULARY.

der Strahl (§ 128), <i>the beam</i> ,	derjenige, <i>that one, he (who)</i>
ray	recht, <i>right</i>
der Apfelzweig, <i>the apple-twig</i>	link, <i>left</i>
der Ritter, <i>the knight</i>	prächtigt, <i>splendid</i>

der Reisende, <i>the traveler</i>	schenken, <i>present, give</i>
die Lerche, <i>the lark</i>	bestellen, <i>order (purchases)</i>
die Dornenhecke, <i>the hedge of thorns</i>	reisen, <i>travel, go</i>
das Gebäude, <i>the building, edifice</i>	reichen, <i>reach, hand, pass</i>
das Nest, <i>the nest</i>	ringß um, <i>around about</i>
	gerade auß, <i>straight ahead</i>

EXERCISE XXVIII.

1. Rings um das Schloß aber begann eine Dornenhecke zu wachsen. 2. Das Studium der neueren Sprachen war seine höchste Freude. 3. Der Reisende behauptete, er habe eben so prächtige Gebäude in Paris gesehen. 4. Sollen wir rechts oder links gehen? 5. Nein, gehen Sie gerade auß. 6. Beim Abschied reichte er mir die linke Hand. 7. Es waren teils neue und teils alte Bücher. 8. Hätten Sie die Uhr früher bestellt, so hätten Sie dieselbe mitbringen können. 9. Bitte, schenke es mir. 10. Der Student wollte eben nach England reisen. 11. Der Ritter fragte, wie sich der König befinde. 12. Diejenigen, die reich sind, sind nicht immer edle Menschen. 13. Die Strahlen der Sonne sind im Sommer am wärmsten. 14. Die Lerche baute ihr Nest hier im Frühling. 15. Er gab seiner Tochter den blühenden Apfelzweig. 16. Warum sagten Sie uns nicht, daß Sie es hätten verkaufen können?

1. The knight said he would like to see the new building. 2. The children work in the morning and play in the evening. 3. Please hand me the bread. 4. Is that your right or your left hand? 5. Can you see that beautiful apple-twig through the hedge of

thorns? 6. Why are the sun's rays not so warm in winter as in summer? 7. The lark sings in the air but builds its nest on the ground. 8. The book I have in my hand is red. 9. The emperor presented a black horse to the traveller. 10. You must go into the country again to-morrow. 11. The merchant has not yet sent what you ordered. 12. We praise those who are always friendly to (gegen) others. 13. The people said that we should have gone straight ahead. 14. Did you know the men who were standing round about the table? 15. I am astonished that he likes such studies. 16. Could the robber remember [from] whom he had stolen the splendid diamonds?



VOCABULARIES.

EXPLANATIONS.

The abbreviations employed in these Vocabularies are the usual ones, such as *v.* for *verb*, *m.* for *masculine*, *prep.* for *preposition*, etc. In addition to these a dash [—] indicates the repetition of the title word.

In agreement with the statements in § 124 only the gender of nouns is commonly indicated. The student is presumed to be able in most cases to decline the noun according to rules already given. But wherever additional help is needed, it is here given.

Irregular verbs and verbs of the strong conjugation are followed by the number of the paragraph where they may be found in the Appendix. In case the auxiliary is not indicated by *f.* (*sein*), the verb is to be inflected with *haben*. Separable compounds are indicated by hyphens; inseparables are given as one word.

Accents are occasionally marked. All numbers refer to paragraphs in the Lessons or in the Appendix. Parts of speech and all other grammatical details are noted only when necessary to avoid confusion. The Vocabularies are restricted to the words given in the Lessons, and are intended to necessitate the use of the facts given elsewhere in the book.

GERMAN-ENGLISH VOCABULARY.

A

Abend, *m.* (*pl.* — *e*), evening;
abends (227), in the evening.

aber (217), but, however.

Abschied, *m.* (*pl.* — *e*), departure,
 leave.

ab-schreiben (245), copy.

acht, eight.

achtzehn, eighteen.

achtzig, eighty.

all (183), all, each.

allein (217), but.

als (219), when, as; than (159).

also, therefore, accordingly.

alt, old, ancient.

Amerika, *n.*, America.

Amerikaner, *m.* (*pl.* —), American.

amerikanisch, *adj.*, American.

an (110), at, on.

ander, other.

an-fangen (242), begin.

angenehm, pleasant, agreeable.

an-sehen (239), look at.

antworten (*dat. pers.*), answer, re-
 ply.

an-ziehen (246), put on (*clothing*).

Apfel, *m.*, apple.

Apfelbaum, *m.*, apple-tree.

Apfelzweig, *m.*, apple-twig.

April, *m.*, April.

arbeiten, labor, work.

arm, poor.

artig, well-behaved, good.

auch, also, too. (*Cf. also* 213.)

auf (110), on, upon. (*In counting*
time, cf. 161.)

Aufgabe, *f.*, lesson.

auf-gehen, *f.* (242), rise (*sun,*
etc.).

auf-setzen, put on (*hat*).

Auge, *n.* (234), eye.

August, *m.*, August.

aus (*dat.*), out of, from.

aus-bessern, mend.

B

backen (240), bake.

balb, soon.

bauen, build.

Baum, *m.*, tree.

be-finden (237), *refl.*, be, do (*of*
health).

be-gnegen, *f.* (*dat.*), meet.

beginnen (238), begin.

be-haupten, assert.

bei (*dat.*), by, near, with, at the
 house of; bei dem Schneider, at
 the tailor's.

bestellen, order (*purchases*).

Bett, *n.* (234), bed.
bewohnen, occupy.
Bild, *n.*, picture.
bis, till, until.
bitten (239), request, ask (*um*,
acc., for); *bitte*, please.
Blatt, *n.*, leaf.
blau, blue.
bleiben, *f.* (245), remain.
blitzen, lighten.
blühen, bloom.
Blume, *f.*, flower.
bös, bad.
Bote, *m.*, messenger.
Brief, *m.*, letter.
bringen (251), bring.
Brot, *n.* (*pl.* — *e*), bread.
Brücke, *f.*, bridge.
Bruder, *m.*, brother.
Buch, *n.*, book.

C

Chor, *n.* (*pl.* *²e*), choir.

D

da, *adv.*, there; *conj.*, as, since.
(Cf. also 118.)
Dach, *n.*, roof.
daher, therefore.
damit, *conj.*, in order that, so that.
daß, that.
dein (64), thy, thine, your. (*Cf.* 57,
 65).
deiner, **der deine**, **der deinige**,
pron. (198), thine, yours.
denken (251), think.
denn (217), for.
dennoch, nevertheless, yet.

der, *art.*, the (54); *dem.*, this, that,
 this one, that one, he (125, 197);
rel., who, which, that (149).
derjenige, that one, he who, he
 (197).
derselbe, the same (197).
deutsch, *adj.*, German; **der Deutsche**
 (145), the German; **Deutsch**,
 German (language).
Deutschland, *n.*, Germany.
Dezember, *m.*, December.
Diamant, *m.* (119), diamond.
dienen (*dat.*), serve.
Diener, *m.*, servant.
Dienstag, *m.* (*pl.* — *e*), Tuesday.
dieser (59), this, that; this one, the
 latter, he (197).
doch, though, nevertheless, yet, cer-
 tainly, surely, I think, you know,
 etc.
donnern, thunder.
Donnerstag, *m.* (*pl.* — *e*), Thurs-
 day.
Dorf, *n.*, village.
Dornenheide, *f.*, hedge of thorns.
drei, three.
dreißig, thirty.
dreizehn, thirteen.
dritt, third.
Drittel, *n.*, third, third part.
du (86), thou, you (57).
dunkel, dark.
durch (*acc.*), through. (*As prefix, cf.*
 188.)
dürfen (250), may, be permitted,
 dare.
dürsten, thirst, be thirsty; **es dürstet**
 mich, I am thirsty.

E

eben, even, just; **eben** so — wie, as — as; — **wollen** (250) be on the point of, just about to.

edel, noble.

Edelstein, *m.*, precious stone.

Ei, *n.*, egg.

ein (62), a, an, one; **der eine** (140), the one.

einander (*indecl.*), each other, one another.

einer, *pron.* (196), one.

einige, some.

einst, once, formerly.

Einwohner, *m.* (*pl.* —), inhabitant.

Eisenbahn, *f.*, railroad.

elf, eleven.

Elisabeth, *f.*, Elizabeth.

empfangen (242), receive, welcome.

England, *n.*, England.

Engländer, *m.*, Englishman.

englisch, *adj.*, English; **Englisch**, English (language).

entdecken, discover.

er (93), he. (*But cf. also* 94.)

Erde, *f.*, earth, ground.

erhalten (241), receive.

erinnern, *refl.* (*gen., or an, acc.*), remember, recollect, recall.

erst, first.

es (93), it. (*But cf. also* 94.)

Es ist, there is.

essen (239), eat.

etwas (*indecl.*), something, anything, some.

euer (64), your.

eu(e)rer, **der eu(e)re**, **der eu(e)rige**, *pron.* (198), yours.

F

fallen, *f.* (241), fall.

fangen (242), catch.

Februar, *m.* (*pl.* —), February.

Feder, *f.*, feather, pen.

Feld, *n.*, field.

finden (237), find.

Flasche, *f.*, bottle.

Fleisch, *n.*, flesh, meat.

fleißig, industrious.

fließen, *f.* (246), flow.

Fluß, *n.* (*pl.* *ae.*), raft.

Fluß, *m.* (*gen.* — *fließ*), river.

folgen, *f.* (*dat.*), follow.

fragen, ask.

Franzose, *m.*, Frenchman.

französisch, *adj.*, French.

Frau, *f.*, woman, wife, Mrs.

Fräulein, *n.*, young lady, miss, Miss.

Freitag, *m.* (*pl.* —), Friday.

fressen (239), eat (*of animals*).

Freude, *f.*, joy.

freuen, *refl.*, rejoice (*über, acc., at*).

Freund, *m.*, friend.

Freundin, *f.*, (lady) friend.

freundlich, friendly.

Friede, *m.* (233), peace.

früh, early; **gestern** —, yesterday morning.

Frühling, *m.*, spring.

führen, lead.

fünf, five.

fünfzehn, fifteen.

fünfzig, fifty.

für (*acc.*), for; **was** —, what sort (kind) of, what.

Fuß, *m.*, foot.

G

Gabel, *f.*, fork.

ganz, whole, entire, all.

Garten, *m.*, garden.

Gast, *m.*, guest.

Gebäude, *n.* (98), building, edifice.

geben (239), give; **es giebt**, there is (152).

gefallen (241, *dat.*), please.

gegen (*acc.*), towards, against.

gegenüber (*dat.*, 215), opposite to.

gehen, *f.* (242), go.

Geld, *n.*, money.

Gemälde, *n.* (98), painting.

gerade, exactly, just; — **aus**, straight ahead.

gern, willingly, gladly; — **haben**, like; (*with verbs often*) like to.

Gertrud, *f.*, Gertrude.

Gesicht, *n.* (231), face.

gestern, yesterday; — **früh**, yesterday morning.

Glas, *n.*, glass.

glauben (*dat. pers.*), believe, think.

glühen, glow.

Gold, *n.*, gold.

Gott, *m.* (231), god, God.

Graf, *m.* (119), count.

Gras, *n.*, grass.

grau, gray.

groß (156), great, large, tall.

grün, green.

gut (156), *adj.*, good; *adv.*, well.

H

haben (251), have; **gern** —, like.

hageln, hail.

halb, *adj.*, half.

Hälfte, *f.*, half.

Hammer, *m.*, hammer.

Hand, *f.*, hand.

Haufe, *m.* (233), heap.

Haus, *n.*, house; **nach** — *e*, home; **zu** — *e*, at home.

heißen (245), *trans.*, bid; *intrans.*, be called, be named.

heftig, vehement.

Held, *m.* (119), hero.

helfen (*dat.*, 238), help.

her, *cf.* 212.

Herbst, *m.*, autumn.

Herr, *m.* (121), master, lord, gentleman, sir, Mr.

herrlich, splendid.

Herz, *n.* (233), heart.

heute, to-day; — **früh**, this morning.

hier, here.

hin, *cf.* 212.

hinter (110), behind. (*As prefix, cf.* 188.)

hoch (156), high.

hören, hear.

hübsch, pretty.

Hund, *m.* (*pl.* — *e*), dog.

hundert, hundred.

hat, *m.*, hat.

I

ich (83), I.

ih, *pron.*, ye, you (57, 86); *poss. adj.*, her, their (64); **Ihr**, your (65).

ihrer, der ihre, der ihrige, *pron.* (198), hers, their; **Ihrer**, *etc.*, yours.

immer, always, ever (*Cf. also*, 213).

in (110), in, into.

indessen, meanwhile.

Irrtum, *m.*, error.

J

ja, yes.

Jahr, *n.* (*pl.* —e), year.

Januar, *m.* (*pl.* —e), January.

je, ever.

jeder (60), each, every.

jedermann (194), everybody.

jemals, ever.

jemand (194), somebody, some one.

jener (60), that, that one, the former.

jetzt, now.

Juli, *m.*, July.

jung, young.

Juni, *m.*, June.

K

Kaffee, *m.*, coffee.

Kaiser, *m.*, emperor.

kalt, cold.

Käse, *m.* (98), cheese.

kaufen, buy.

Kaufmann, *m.* (*pl.* 129), merchant.

kein (63), no, not a, not any.

keiner, *pron.* (196), no, none, not any.

Kellner, *m.*, waiter.

kennen (251), know, be acquainted with.

Kind, *n.*, child.

Kirche, *f.*, church.

Kirsche, *f.*, cherry.

klar (*comp.*, klarer), clear.

Kleid, *n.*, dress; *pl. also*, clothes, clothing.

klein, little, small.

klopfen, knock; **es klopf**, some one is knocking.

Kloster, *n.* (97), cloister, convent.

Knabe, *m.*, boy.

kommen, *f.* (238), come.

König, *m.*, king.

Königin, *f.*, queen.

können (250), can, be able.

Kopf, *m.*, head.

krank, sick, ill.

Kuchen, *m.* (*pl.* —), cake.

Kuh, *f.* (*pl.* ²e), cow.

kurz, short.

L

lachen, laugh.

Laden, *m.*, shop.

Land, *n.*, land, country; **auf dem** (das) —, in (into) the country.

lang, long.

lange, *adv.*, long, for a long time.

lassen (241), let, have, cause (209).

Laub, *n.* (*pl.* —e), foliage.

laufen, *f.* (243), run.

leben, live, be alive.

legen, *trans.*, lay; *refl.*, lie down.

lehren, teach.
Lehrer, *m.*, teacher.
Leid, *n.*, hurt, pain, sorrow; *es thut mir leid*, I am sorry.
Lerche, *f.*, lark.
lernen, learn.
lesen (239), read.
Leute, *pl.*, people.
lieben, love.
Lied, *n.*, song.
liegen (239), lie.
links, left; —8 (227), to the left.
loben, praise.
Löffel, *m.*, spoon.
London, *n.*, London.
Lorbeer, *m.* (234), laurel.
Luft, *f.* (*pl.* ^{te}), air.
Luftspiel, *n.* (*pl.* —e), comedy.

M

machen, make.
Mädchen, *n.*, girl, maiden.
Mai, *m.*, May.
mal, times; *zehn* —, ten times.
man (196), one, they, you.
mancher (60, 196), many, many a.
Mann, *m.* (231), man, husband.
Marie, *f.*, Mary.
März, *m.*, March.
Max, *m.*, Max.
mehr (156), more.
mein (64), my, mine.
meiner, der meine, der meinige, *pron.* (198), mine.
meist (156), most.
Mensch, *m.* (119), man, human being.
Messer, *n.*, knife.

Million (140), *f.*, million.
Mineral, *n.*, (130), mineral.
Minute, *f.*, minute.
mit (*dat.*), with.
mit-bringen (251), bring with, bring along.
Mittag, *m.* (*pl.* —e), noon.
Mitternacht, *f.* (*pl.* ^{te}), midnight.
Mittwoch, *m.* (*pl.* —e), Wednesday.
mögen (250), may, like (*cf. Lesson XXVI.*); *ich möchte gern*, I should like to.
Monat, *m.* (*pl.* —e), month.
Montag, *m.* (*pl.* —e), Monday.
Morgen, *m.* (*pl.* —), morning; *morgens* (227), in the morning.
morgen, *adv.*, to-morrow; — *früh*, to-morrow morning.

Möve, *f.*, sea-gull.
müde, tired.
Musik, *f.*, music.
müssen (250), *must, have to* (*cf. Lesson XXVI.*).
Mutter, *f.* (97), mother.
Myrte, *f.*, myrtle.

N

nach (*dat.*), to, towards, after; *past (time)*.
Nachbar, *m.* (234), neighbor.
Nacht, *f.* (*pl.* ^{te}), night.
Nachtigall, *f.*, nightingale.
nah (156), nigh, near.
Name, *m.* (233), name.
neben (110), beside, by.
Neffe, *m.*, nephew.
nehmen (238), take.

nein, *adv.*, no.
nennen (251), name.
Neß, *n.*, nest.
nen, new.
nenn, nine.
neunzehn, nineteen.
neunzig, ninety.
nicht, not; **noch** —, not yet.
nichts (*indecl.*), nothing.
nie, never.
niemals, never.
niemand (194), nobody, no one.
nimmer, never.
noch, *adv.*, still, yet; — **nicht**, not yet.
November, *m.*, November.
nun, now.
nur, only. (*Cf. also* 213.)

O

ob, whether.
October, *m.* (*pl.* —), October.
oder, or.
Ofen, *m.*, stove.
oft, often.
ohne (*acc.*), without.
Onkel, *m.* (*pl.* —), uncle.

P

Paar, *n.* (*pl.* —), pair.
Papier, *n.*, paper.
Paris, *n.*, Paris.
Pferd, *n.* (*pl.* —), horse.
pflanzen, plant.
Pfund, *n.* (*pl.* —), pound.
prächtigt, splendid.
Professor, *m.* (234), professor.

R

Räuber, *m.*, robber.
Rebe, *f.*, vine.
recht, *adj.*, right; —8 (227), to the right.
Recht, *n.* (*pl.* —), right; **recht haben**, be right.
Regen, *n.*, rain.
regnen, rain.
reich, rich.
reichen, reach, hand, pass.
Reise, *f.*, journey.
reisen, *v.*, travel, go; **der Reisende** (145), traveler.
Rhein, *m.*, Rhine.
ring8 um, round about.
Ritter, *m.*, knight.
Rock, *m.*, coat.
Rom, *n.*, Rome.
Römer, *m.*, Roman.
Rose, *f.*, rose.
rot, red.

S

sagen, say, tell.
sanft (*comp.*, *sanfter*), soft, gentle.
Schauspiel, *n.* (*pl.* —), spectacle, play.
scheinen (245), shine, seem.
schenten, give, present.
Schlacht, *f.*, battle.
schlafen (241), sleep.
schlecht, bad.
Schloß, *n.* (*gen.* —), castle.
Schlüssel, *m.*, key.
Schneider, *m.*, tailor.
schneien, snow.
schnell, quick, fast.

schon, already.
 schön, beautiful, fine.
 schreiben (245), write.
 Schuh, *m.* (*pl.* —e), shoe.
 Schule, *f.* school.
 Schüler, *m.*, pupil, scholar.
 Schwager, *m.*, brother-in-law.
 schwarz, black.
 die Schweiz, Switzerland.
 Schwert, *n.*, sword.
 Schwester, *f.*, sister.
 sechs, six.
 Sechstel, *n.* (*pl.* —), sixth.
 sechzehn, sixteen.
 sechzig, sixty.
 sehen (239), see.
 sehr, very, very much.
 sein, be (248); es ist, there is, es
 sind, there are (152).
 sein (64), his, its (94).
 seiner, der seine, der seinige, *pron.*
 (198), his, its.
 seit (*dat.*), since.
 selten, seldom, rarely.
 senden (251), send.
 September, *m.*, September.
 setzen, *trans.* set; *refl.*, sit down,
 take a seat.
 sich (191), *refl.*, himself, herself, it-
 self, themselves, yourself.
 sie (93), she, they; Sie, you (57).
 sieben, seven.
 siebzehn, seventeen.
 siebenzig, seventy.
 Silber, *n.*, silver.
 singen (237), sing.
 sitzen (239), sit.
 so, so, thus; so — wie, as (so) — as.

Sohn, *m.*, son.
 solcher (60), such.
 sollen (250), shall, ought, be said
 (*cf. Lesson XXVI.*).
 Sommer, *m.*, summer.
 sondern (217), but.
 Sonnabend, *m.*, Saturday.
 Sonne, *f.*, sun.
 Sonntag, *m.* (*pl.* —e), Sunday.
 spazieren gehen, *f.* (242), take a
 walk.
 spielen, play.
 Sprache, *f.*, language.
 sprechen (238), speak.
 Stadt, *f.* (*pl.* ^{*ne*}), city.
 stark, strong.
 stehen, *f.* (240), stand.
 stehlen (238), steal.
 sterben, *f.* (238), die.
 Stiefel, *m.*, boot.
 Strahl, *m.* (234), beam, ray.
 Straße, *f.*, street.
 Stück, *n.* (*pl.* —e), piece.
 Student, *m.* (119), student.
 studieren (178), study.
 Studium, *n.* (130), study.
 Stuhl, *m.*, chair.
 Stunde, *f.*, hour, lesson.
 suchen, seek, search.
 süß, sweet.

T

tadeln, blame, censure.
 Tag, *m.* (*pl.* —e), day.
 Tante, *f.*, aunt.
 Tasche, *f.*, pocket.
 Tasse, *f.*, cup.
 tausend, thousand.

Teller, *m.*, plate.
Thal, *n.*, valley.
Thea'ter, *n.* (*pl.* —), theatre.
Teil, *m.*, part; *teils* (227), partly.
teilen, share.
thun (248), do.
Tier, *n.* (*pl.* —e), animal.
Tinte, *f.*, ink.
Tisch, *m.*, table.
Tochter, *f.* (97), daughter.
tragen (240), carry, wear.
trinken (237), drink.

U

über (110), over, above. (*As prefix, cf.* 188.)
übermorgen, day after to-morrow.
übersehen, *sep.*, set across, ferry over; *insep.*, translate.
Ufer, *n.* (*pl.* —), bank, shore.
Uhr, *f.*, clock, watch; *wie viel* — ist es, what o'clock is it; *um neun* —, at nine o'clock.
um (*acc.*), around, about; at (*o'clock*). (*As prefix, cf.* 188.)
und, and.
Unrecht, *n.*, wrong; *unrecht haben*, be wrong.
unser (64), our.
un(er)er, *der un(er)re*, *der un(er)rige*, *pron.* (198), ours.
unter (110), under, below, among. (*As prefix, cf.* 188.)
unter-gehen, *f.* (242), set (*sun, etc.*).
Unterthan, *m.* (234), subject.

V

Vater, *m.*, father.
Veilchen, *n.*, violet.
verkaufen, sell.
verlieren (246), lose.
verstehen (240), understand; es versteht sich, of course.
Vetter, *m.* (234), cousin.
viel (183), much; *pl.*, many.
vielleicht, perhaps.
vier, four.
Viertel, *n.*, fourth, quarter.
vierzehn, fourteen.
vierzig, forty.
Vogel, *m.*, bird.
von (*dat.*), from, of, by.
vor (110), before, in front of, ago; to, till (*time of day*).
vorgestern, day before yesterday.
vorig, former, last.

W

wachsen, *f.* (240), grow.
Wagen, *m.* (*pl.* —), wagon, carriage.
wahr, true; *nicht* —, is it not true.
während (*gen.*), during.
Wald, *m.* (232), woods, forest.
Wand, *f.* (*pl.* *ne*), wall.
wandern, *f.*, wander.
wann (219), when.
warm, warm.
warum, why.
was (116), *inter.* or *rel.*, what, whatever, that which (118, 184); — *für*, what sort (kind) of, what.
Wasser, *n.* (*pl.* —), water.
Weg, *m.*, way, path.
weg, away.

wegen (*gen.*), on account of.
wehen, blow.
weil, because.
Wein, *m.*, wine.
weinen, weep.
weiß, white.
welcher (60), *inter.*, which, what;
rel. (149), who, which, that.
wenig (183), little, few, a few; *ein*
 —, a little.
wenn, if, when (219).
wer (116), *inter.*, who; *rel.* (149),
 he, who, whoever.
werden, *f.* (248), become, grow.
Wetter, *n.*, weather.
wider (*acc.*), against.
wie, how.
wieder, again.
wievielfte, der —, what day of the
 month.
Wilhelm, *m.*, William.
Winter, *m.*, winter.
wir (83), we.
wissen (251), know.
wo, where. (*Cf. also* 118.)
Woche, *f.*, week.
wohin, whither, where.
wohl, well; probably, indeed, I
 presume.

wohnen, dwell, live.
wollen (250), will, wish, purpose,
 (*cf. Lesson XXVI.*); *eben* —, be
 on the point of, just about to.
wundern, wonder, *es* *wundert mich*,
 I wonder, I am astonished.
wünschen, wish, desire.

3

zehn, ten.
zehnmal, ten times.
zeigen, show.
Zeit, *f.*, time.
Zeitung, *f.*, newspaper.
zerstören, destroy.
ziehen (246), *trans.*, draw; *intrans.*,
f., go, move.
Zimmer, *n.*, room.
zu, *prep.* (*dat.*), to; *adv.*, too;
 (*with verb.*), to.
Zucker, *m.* (*pl.* —), sugar.
zusammen, together.
zwanzig, twenty.
zwei, two.
zweit, second.
zwischen (110), between.
zwölf, twelve.
Zwölftel, *n.*, twelfth, twelfth part.

ENGLISH-GERMAN VOCABULARY.

A

a, an, ein (62).
able, be —, können (250).
about, um (*acc.*); **be** (just) — to, eben wollen (250); **around** —, rings umher.
above, über (110).
account, on — of, wegen (*gen.*).
accordingly, also.
acquainted, be — with, kennen (251).
after, nach (*dat.*).
again, wieder.
against, gegen (*acc.*), **wider** (*acc.*).
ago, vor (*dat.*); **two days** —, vor zwei Tagen.
agreeable, angenehm.
air, Luft, f. (*pl.* ⁿ e).
alive, be —, leben.
all, all (183); (*whole*), ganz.
already, schon.
also, auch.
always, immer.
America, Amerika, n.
American, adj., amerikanisch; *n.*, Amerikaner, *m.* (*pl.* —).
among, unter (110).
ancient, alt.
and, und.

animal, Tier, n. (*pl.* —e).
answer, antworten (*dat. pers.*).
anything, etwas (*indecl.*).
apple, Apfel, m.
apple-tree, Apfelbaum, m.
apple-twigg, Apfelzweig, m.
April, April', m.
around, um (*acc.*); — **about, rings** umher.
as, conj., da; **as** — **as, so** — wie, ebenso — wie.
ask, fragen; (request) bitten (239) (*for, um, acc.*).
assert, behaupten.
astonished, be —, sich wundern; **I am** —, es wundert mich.
at, an (110), **bei** (*dat.*); (*o'clock*) **um** (*acc.*); — **the tailor's, bei dem** Schneider.
August, August', m.
aunt, Tante, f.
autumn, Herbst, m.
away, weg.

B

bad, schlecht.
bake, backen (240).
bank, Ufer, n. (*pl.* —).

battle, Schlacht, *f.*
 be, sein (248); (*of health*) sich be-
 finden (237); there is, arc, es ist,
 find; es giebt (152).
 beam, Strahl, *m.* (234).
 beautiful, schön.
 because, weil.
 become, werden, *f.* (248).
 bed, Bett, *n.* (234).
 before, vor (110).
 begin, beginnen (238), an-fangen
 (242).
 behind, hinter (110).
 believe, glauben (*dat. pers.*).
 below, unter (110).
 beside, neben (110).
 between, zwischen (110).
 bid, heißen (245, 208).
 bird, Vogel, *m.*
 black, schwarz.
 blame, tadeln.
 bloom, blühen.
 blue, blau.
 book, Buch, *n.*
 boot, Stiefel, *m.*
 bottle, Flasche, *f.*
 boy, Knabe, *m.*
 bread, Brot, *n.* (*pl. —e*).
 bridge, Brücke, *f.*
 bring, bringen (251).
 brother, Bruder, *m.*
 brother-in-law, Schwager, *m.*
 build, bauen.
 building, Gebäude, *n.* (97).
 but, (217), aber, sondern, allein.
 buy, kaufen.
 by, (*place*) bei (*dat.*), neben (110);
 (*agent*) von (*dat.*).

C

cake, Kuchen, *m.* (*pl. —*).
 called, be —, heißen (245).
 can, können (250).
 carriage, Wagen, *m.* (*pl. —*).
 carry, tragen (240).
 castle, Schloß, *n.* (*gen. —ßes*).
 catch, fangen (242).
 censure, tadeln.
 certainly, doch.
 chair, Stuhl, *m.*
 cheese, Käse, *m.* (98).
 cherry, Kirſche, *f.*
 child, Kind, *n.*
 choir, Chor, *n.* (*pl. —e*).
 church, Kirche, *f.*
 city, Stadt, *f.* (*pl. —e*).
 clear, klar (*comp.*, klarer).
 clock, Uhr, *f.*; what o'clock is it,
 wie viel Uhr ist es; at seven
 o'clock, um sieben Uhr.
 cloister, Kloster, *n.* (97).
 clothes, clothing, Kleider, *n. pl.*
 coat, Rod, *m.*
 coffee, Kaffee, *m.*
 cold, kalt.
 come, kommen, *f.* (238).
 comedy, Lustspiel, *n.* (*pl. —e*).
 convent, Kloster, *n.* (97).
 copy, ab-schreiben (245).
 count, Graf, *m.* (119).
 country, Land, *n.*; in (into) the —,
 auf dem (das) Land.
 course, of —, es versteht sich.
 cousin, Vetter, *m.* (234).
 cow, Kuh, *f.* (*pl. —e*).
 cup, Tasse, *f.*

D

dare, dürfen (253).
 daughter, Tochter, *f.* (97).
 day, Tag, *m.* (*pl.* —*e*); what —
 of the month, der wievielte.
 December, Dezember, *m.*
 * departure, Abschied, *m.* (*pl.* —*e*).
 desire, wünschen.
 destroy, zerstören.
 diamond, Diamant', *m.* (119).
 die, sterben, *f.* (238).
 discover, entdecken.
 do, thun (248); (*of health*) sich be-
 finden (237). (*As auxiliary, cf.*
 74.)
 dog, Hund, *m.* (*pl.* —*e*).
 dress, Kleid, *n.*
 drink, trinken (237).
 during, während (*gen.*).
 dwell, wohnen.

E

each, jeder (60), all (183).
 early, früh.
 earth, Erde, *f.*
 eat, essen (239); (*of animals*)
 . fressen (239).
 edifice, Gebäude, *n.* (97).
 egg, Ei, *n.*
 eight, acht.
 eighteen, achtzehn.
 eighty, achtzig.
 eleven, elf.
 Elizabeth, Elisabeth, *f.*
 emperor, Kaiser, *m.*
 England, England, *n.*
 English, englisch; (*language*) Eng-
 lisch; the —, die Engländer.

Englishman, Engländer, *m.*
 entire, ganz.
 error, Irrtum, *m.* (231).
 even, eben.
 evening, Abend, *m.* (*pl.* —*e*); in
 the —, abends (227); this —
 heute Abend.
 ever, je, jemals; (*always*) immer.
 (*Cf. also* 213.)
 every, jeder (60), all (113).
 everybody, jedermann (194).
 exactly, gerade.
 eye, Auge, *n.* (234).

F

face, Gesicht, *n.* (231).
 fall, fallen, *f.* (241).
 fast, schnell.
 father, Vater, *m.*
 feather, Feder, *f.*
 February, Februar', *m.* (*pl.* —*e*).
 ferry over, übersetzen.
 few, wenig (183); a —, wenig.
 field, Feld, *n.*
 fifteen, fünfzehn.
 fifty, fünfzig.
 find, finden (237).
 first, erst.
 five, fünf.
 flow, fließen, *f.* (246).
 flower, Blume, *f.*
 follow, folgen, *f.* (*dat.*).
 foot, Fuß, *m.*
 for, *prep.*, für (*acc.*); *conj.*, denn
 (217).
 forest, Wald, *m.* (231).
 fork, Gabel, *f.*
 former, vorig.

formerly, einst.
 forty, vierzig.
 four, vier.
 fourteen, vierzehn.
 fourth, (*quarter*) Viertel, *n.*
 French, französisch; the —, die
 Franzosen.
 Frenchman, Franzose, *m.*
 Friday, Freitag, *m.* (*pl. —e*).
 friend, Freund, *m.*; Freundin, *f.*
 friendly, freundlich.
 from, von (*dat.*), aus (*dat.*).
 front, in — of, vor (110).

G

garden, Garten, *m.*
 gentle, sanft (*comp.*, sanfter).
 gentleman, Herr, *m.* (121).
 German, adj., deutsch; *n.*, der
 Deutsche (145); (*language*)
 Deutsch.
 Germany, Deutschland, *n.*
 Gertrude, Gertrud, *f.*
 girl, Mädchen, *n.*
 give, geben (239), schenken.
 gladly, gern.
 glass, Glas, *n.*
 go, gehen, *f.* (242), reisen, *f.*
 god, God, Gott, *m.* (231).
 gold, Gold, *n.*
 good, gut (156); artig.
 grass, Gras, *n.*
 gray, grau.
 great, groß (156).
 green, grün.
 ground, Erde, *f.*
 grow, wachsen, *f.* (240); (*become*)
 werden, *f.* (248).

guest, Gast, *m.*

H

hail, hageln.
 half, adj., halb; *n.*, Hälfte, *f.*
 hammer, Hammer, *m.*
 hand, *n.*, Hand, *f.*; *v.*, reichen.
 hat, Hut, *m.*
 have, haben (251); — to, müssen
 (250); (*with inf. or part.*), lassen
 (241, 209).
 he, er (93); der, dieser, derselbe
 (197); — who, wer (149); derje-
 nige (der).
 head, Kopf, *m.*
 heap, Haufe, *m.* (233).
 hear, hören.
 heart, Herz, *n.* (233).
 hedge of thorns, Dornenhecke, *f.*
 help, helfen, *f.* (238, *dat.*).
 her, ihr (64).
 here, hier.
 hero, Held, *m.* (119).
 hers, ihrer, der ihre, der ihre
 (198).
 herself, *refl.*, sich (191).
 high, hoch (156).
 himself, *refl.*, sich (191).
 his, adj. sein (64); *pron.*, seiner,
 der seine, der seinige (198).
 home, *adv.*, nach Hause; at —, zu
 Hause.
 horse, Pferd, *n.* (*pl. —e*).
 hour, Stunde, *f.*
 house, Haus, *n.*; at the — of, bei
 (*dat.*).
 how, wie.
 however, aber (217).

hundred, hundert.
hurt, Leid, *n.*
husband, Mann, *m.* (231).

I

I, ich (83).
if, wenn.
ill, krank.
in, in (110).
indeed, wohl.
industrious, fleißig.
inhabitant, Einwohner, *m.* (*pl.* —).
ink, Tinte, *f.*
into, in (110).
it, es (93); dasselbe (197).
its, *adj.*, sein (64); *pron.*, seiner,
der seine, der seinige (198).
itself, *refl.*, sich (191).

J

January, Januar', *m.* (*pl.* —e).
journey, Reise, *f.*
joy, Freude, *f.*
July, Juli, *m.*
June, Juni, *m.*
just, eben, gerade; — about to,
eben wollen (250).

K

key, Schlüssel, *m.*
king, König, *m.*
kind, what — of, was für (ein).
knife, Messer, *n.*
knight, Ritter, *m.*
knock, klopfen; some one is —ing,
es klopft.

know, wissen (251); (*be acquainted with*) kennen (251); you —,
doch.

L

labor, arbeiten.
lady, Dame, *f.*; young —, Fräulein, *n.*
land, Land, *n.*
language, Sprache, *f.*
large, groß (156).
lark, Lerche, *f.*
last, vorig.
laugh, lachen.
lay, legen.
lead, führen.
leaf, Blatt, *n.*
learn, lernen.
leave, Abschied, *m.* (*pl.* —e).
left, links; to the —, links (227).
lesson, Aufgabe, *f.*; Stunde, *f.*
let, lassen (241, 209).
letter, Brief, *m.*
lie, liegen, *f.* (239); — down, sich
legen.
lighten, blitzen.
like, lieben, gern haben; mögen
(250); I should — to, ich möchte
gern; — to (*with verbs*), gern.
little, klein; wenig; a —, ein
wenig.
live, leben; (*dwell*) wohnen.
London, London, *n.*
long, *adj.*, lang; *adv.*, lange.
look at, an-sehen (239).
lord, Lord, Herr, *m.* (121).
lose, verlieren (246).
love, lieben.

M

maiden, Mädchen, *n.*
 make, machen.
 man, Mann, *m.* (231); (*human being*) Mensch, *m.* (119).
 many, viele, mancher (60); — a, mancher.
 March, März, *m.*
 Mary, Marie, *f.*
 master, Herr, *m.* (121).
 May, Mai, *m.*
 may, mögen (250); (*be permitted*) dürfen (250).
 Max, Max, *m.*
 meanwhile, indessen.
 meat, Fleisch, *n.*
 meet, begegnen, *f.* (*dat.*).
 mend, ausbessern.
 merchant, Kaufmann, *m.* (129).
 messenger, Bote, *m.*
 midnight, Mitternacht, *f.* (*pl.* "e").
 million, Million, *f.*
 mine, meiner, der meine, der meine (198).
 mineral, Mineral, *n.* (130).
 minute, Minu'te, *f.*
 miss, Miss, Fräulein, *n.*
 Monday, Montag, *m.* (*pl.* — e).
 money, Geld, *n.*
 month, Monat, *m.* (*pl.* — e).
 more, mehr (156).
 morning, Morgen, *m.* (*pl.* —); in the —, morgens (227); this (yesterday) —, heute (gestern) früh.
 most, meist (156).
 mother, Mutter, *f.* (97).
 Mr., Herr, *m.* (121),

Mrs., Frau, *f.*
 much, viel (183).
 music, Musik, *f.*
 must, müssen (250).
 my, mein (64).
 myself, *refl.*, mich, mir (191).

N

name, *n.*, Name, *m.* (233); *v.* nennen (251); be — d, heißen (245).
 near, *adj.*, nah (156); *prep.*, bei (*dat.*).
 neighbor, Nachbar, *m.* (234).
 nephew, Nefte, *m.*
 Nest, Nest, *n.*
 never, nie, niemals; nimmer.
 nevertheless, dennoch, doch.
 new, neu.
 newspaper, Zeitung, *f.*
 next, nächst (156).
 nigh, nah (156).
 night, Nacht, *f.* (*pl.* "e").
 nightingale, Nachtigall, *f.*
 nine, neun.
 nineteen, neunzehn.
 ninety, neunzig.
 no, *adj.*, kein (63); *adv.*, nein; — one, niemand (194).
 noble, edel.
 nobody, niemand (194).
 none, keiner (196).
 noon, Mittag, *m.* (*pl.* — e).
 not, nicht; — yet, noch nicht; — a, kein (63); — any, keiner (196).
 nothing, nichts (*indecl.*).
 now, jetzt, nun.
 November, November, *m.*

O

occupy, bewohnen.
 October, October, *m.* (*pl.* —).
 of, von (*dat.*).
 often, oft.
 old, alt.
 on, auf (110), an (110).
 once, einst.
 one, *adj.*, ein (62); *pron.*, man, einer (196); some —, jemand (194); no —, niemand (194), keiner (196); this —, dieser (59); that —, jener (60), der (125).
 only, nur.
 opposite to, gegenüber (*dat.*, 215).
 or, oder.
 order (*purchases*), bestellen.
 order, in — that, damit, daß.
 other, ander.
 ought, sollen (250).
 our, unser (64).
 ours, uns(e)rer, der uns(e)re, der uns(e)rige (198).
 ourselves, *refl.*, uns.
 out of, aus (*dat.*).
 over, über (110).

P

pain, Leid, *n.*
 painting, Gemälde, *n.* (98).
 pair, Paar, *n.* (*pl.* —e).
 paper, Papier, *n.*
 Paris, Paris, *n.*
 partly, theils (227).
 pass, reichen.
 past, (161), nach (*dat.*); auf (*acc.*).
 path, Weg, *m.* (*pl.* —e).

peace, Friede, *m.* (233).
 pen, Feder, *f.*
 people, Leute, *pl.*
 perhaps, vielleicht.
 permitted, be —, dürfen (250).
 picture, Bild, *n.*
 piece, Stück, *n.* (*pl.* —e).
 plant, pflanzen.
 plate, Teller, *m.*
 play, *v.*, spielen; *n.*, Schauspiel, *n.* (*pl.* —e).
 pleasant, angenehm.
 please, gefallen (241, *dat.*); (*request*) bitte.
 pocket, Tasche, *f.*
 point, be on the — of, eben wollen (250).
 poor, arm.
 pound, Pfund, *n.* (*pl.* —e).
 praise, loben.
 present, schenken.
 presume, I —, wohl.
 pretty, hübsch.
 probably, wohl.
 professor, Professor, *m.* (234).
 pupil, Schüler, *m.*
 purpose, wollen (250).
 put on, (*clothing*) an-ziehen (246); (*hat*) auf-setzen.

Q

quarter, Viertel, *n.*
 queen, Königin, *f.*
 quick, schnell.

R

raft, Floß, *n.* (*pl.* ^{2e}e).
 railroad, Eisenbahn, *f.*
 rain, *n.*, Regen, *m.*; *v.*, regnen.

rap, klopfen.
 rarely, selten.
 ray, Strahl, *m.* (234).
 reach, reichen.
 read, lesen (239).
 recall, sich erinnern (*gen., or an, acc.*).
 receive, erhalten (241), empfangen (242); (*welcome*) empfangen.
 red, rot.
 rejoice, sich freuen.
 remain, bleiben, *f.* (245).
 remember, sich erinnern (*gen., or an, acc.*).
 reply, antworten (*dat. pers.*).
 request, bitten (*um, acc. thing*).
 Rhine, Rhein, *m.*
 rich, reich.
 right, *adj.*, recht; *n.*, Recht, *n.* (*pl. —e*); *be — (adj.)*, recht (*noun*) haben; to the —, rechts (227).
 rise (*sun, etc.*), auf-gehen, *f.* (242).
 river, Fluß, *m.* (*gen. —ßes*).
 road, Weg, *m.* (*pl. —e*).
 robber, Räuber, *m.*
 Rome, Rom, *n.*
 Roman, Römer, *m.*
 roof, Dach, *n.*
 room, Zimmer, *n.*
 rose, Rose, *f.*
 run, laufen, *f.* (243).

S

same, the —, derselbe.
 Saturday, Sonnabend, *m.* (*pl. —e*).
 say, sagen; *be said*, sollen (250).
 scholar, Schüler, *m.*
 school, Schule, *f.*
 search, suchen.

seat, take a —, sich setzen.
 see, sehen (239).
 seek, suchen.
 seem, scheinen (245).
 seldom, selten.
 sell, verkaufen.
 send, senden (251).
 September, September, *m.*
 servant, Diener, *m.*
 serve, dienen (*dat.*).
 set, (*sun, etc.*), unter-gehen, *f.* (242); — across, über-setzen.
 seven, sieben.
 seventeen, siebzehn.
 seventy, siebenzig.
 shall, sollen (250); (*future*) werden, *f.* (248).
 she, sie (93).
 shine, scheinen (245).
 shoe, Schuh, *m.* (*pl. —e*).
 shop, Laden, *m.*
 shore, Ufer, *n.* (*pl. —*).
 short, kurz.
 show, zeigen.
 silver, Silber, *n.*
 since, *prep.*, seit (*dat.*); *conj.*, da.
 sing, singen (237).
 sister, Schwester, *f.*
 sit, sitzen (239); — down, sich setzen.
 six, sechs.
 sixteen, sechzehn.
 sixty, sechzig.
 sleep, schlafen (241).
 small, klein.
 snow, schneien.
 so, so; is it not —, nicht wahr; — that, damit, daß.

soft, sanft (*comp.*, sanfter).
 some, (182), etwas (*indecl.*),
 einige; — one, jemand (194).
 somebody, jemand (194).
 something, etwas (*indecl.*).
 son, Sohn, *m.*
 song, Lied, *n.*
 soon, bald.
 sorrow, Leid, *n.*
 sorry, I am —, es thut mir leid.
 sort what — of, was für (ein).
 speak, sprechen (238).
 spectacle, Schauspiel, *n.* (*pl.* — *e*).
 splendid, herrlich, prächtig.
 spoon, Löffel, *m.*
 spring, Frühling, *m.*
 stand, stehen (240).
 steal, stehlen (238).
 still, *adv.*, noch.
 stone, Stein, *m.*; precious —,
 Edelstein.
 stove, Ofen, *m.*
 straight ahead, gerade aus.
 street, Straße, *f.*
 strong, stark.
 student, Student', *m.* (119).
 study, *n.*, Studium, *n.* (130); *v.*
 studieren (178).
 subject, Unterthan, *m.* (234).
 such, solcher (60, 196).
 sugar, Zucker, *m.* (*pl.* —).
 summer, Sommer, *m.* (*pl.* — *e*).
 sun, Sonne, *f.*
 Sunday, Sonntag, *m.* (*pl.* — *e*).
 surely, doch.
 sweet, süß.
 Switzerland, die Schweiz.
 sword, Schwert, *n.*

T

table, Tisch, *m.*
 tailor, Schneider, *m.*
 take, nehmen (238).
 tall, groß (156).
 teach, lehren.
 teacher, Lehrer, *m.*
 tell, sagen.
 ten, zehn.
 than, als.
 that, *dem.*, jener (60), der (125),
 dieser (59), derjenige; *rel.* (149,
 welcher, der, was (184); *conj.*,
 daß; in order —, so —, damit
 daß.
 the, der (54).
 theatre, Thea'ter, *n.* (*pl.* —).
 their, ihr (64).
 theirs, ihrer, der ihre, der ihrige
 (198).
 themselves, *refl.*, sich (191).
 there, da, dort.
 therefore, daher, also.
 they, sie (93); (*indef.*) man (196).
 thine, deiner, der deine, der deinige
 (198).
 think, denken (251); (*believe*)
 glauben (*dat. pers.*); I —, doch.
 third, *adj.*, dritt; *n.*, Drittel, *n.*
 thirsty, be —, dürsten; I am —, es
 dürstet mich.
 thirteen, dreizehn.
 thirtieth, dreißigst.
 thirty, dreißig.
 this, dieser (59), der (125).
 thou, du (86).
 though, doch.
 thousand, tausend.

three, drei.
 through, durch (*acc.*).
 thunder, donnern.
 Thursday, Donnerstag, *m.* (*pl.* —*e*).
 thy, dein.
 thyself, *refl.*, dich, dir (191).
 till, bis.
 time, Zeit, *f.*; (*repetition*) mal;
 for a long —, lange; ten —, zehnmal.
 tired, müde.
 to, zu (*dat.*), nach (*dat.*); (161) vor (*dat.*), auf (*acc.*).
 to-day, heute.
 to-morrow, morgen; day after —, übermorgen.
 too, zu; (*also*), auch.
 toward(s), nach (*dat.*), gegen (*acc.*).
 translate, übersetzen.
 travel, reisen, *f.*
 traveler, der Reisende (145).
 tree, Baum, *m.*; apple —, Apfelbaum.
 true, wahr; is it not —, nicht wahr.
 Tuesday, Dienstag, *m.* (*pl.* —*e*).
 twelfth, Zwölftel, *n.*
 twelve, zwölf.
 twenty, zwanzig.
 twig, Zweig, *m.*; apple —, Apfelzweig.
 two, zwei.

U

uncle, Onkel, *m.* (*pl.* —).
 under, unter (110).
 understand, verstehen (240).

until, bis.
 upon, auf (110).

V

valley, Thal, *n.*
 very, sehr.
 village, Dorf, *n.*
 violet, Veilchen, *n.*

W

wagon, Wagen, *m.* (*pl.* —).
 waiter, Kellner, *m.*
 walk, take a —, spazieren gehen, *f.* (242).
 wall, Wand, *f.* (*pl.* —*e*).
 wander, wandern, *f.*
 warm, warm.
 watch, Uhr, *f.*
 water, Wasser, *n.* (*pl.* —).
 way, Weg, *m.*
 we, wir (83).
 wear, tragen (240).
 weather, Wetter, *n.*
 Wednesday, Mittwoch, *m.* (*pl.* —*e*).
 week, Woche, *f.*
 welcome, empfangen (242).
 well, *adj.*, wohl; *adv.*, gut.
 well-behaved, artig.
 what, *adj.*, welcher (60); *pron.*, was (116, 149); — (*a*), was für (ein), welcher (ein) (196).
 what(so)ever, was. (*Cf. also* 213.)
 when (219), wenn, als, wann.
 where, wo; (*whither*) wohin.
 whether, ob.

which, *inter.*, welcher (60); *rel.*, welcher, der (149); that —, daß, was.

white, weiß.

whither, wohin.

who, *inter.*, wer (116); *rel.*, welcher, der, wer (149).

whoever, wer. (*Cf. also* 213).

whole, ganz.

why, warum.

wife, Frau, *f.*

will, wollen (250); (*future*) werden, *f.* (248).

William, Wilhelm, *m.*

willingly, gern.

wine, Wein, *m.*

winter, Winter, *m.*

wish, wünschen; wollen (250).

with, mit (*dat.*), bei (*dat.*).

without, ohne (*acc.*).

woman, Frau, *f.*

wonder, wundern; I —, es wundern mich.

woods, Wald, *m.* (231).

work, arbeiten.

write, schreiben (245).

wrong, Unrecht, *n.*; be — (*adj.*); unrecht (*noun*) haben.

Y

ye, ihr (86).

year, Jahr, *n.* (*pl.* — e).

yes, ja.

yesterday, gestern; day before —, vorgestern.

yet, *adv.*, noch; *conj.*, dennoch, doch; not —, noch nicht.

you (57), du (86), ihr, Sie (102).

young, jung.

your (64), dein, euer, Ihr.

yours, *cf.* 198.

yourself (*selves*), *refl.* (191), dich, dir; euch; sich.

APPENDIX.

GERMAN SCRIPT.

228. While it is not necessary for beginners to use the German script, it is important that they should at least learn to read it soon. The written alphabet is as follows: —

Capital.	Small.	Equivalent.	Capital.	Small.	Equivalent.
<i>A</i>	<i>a</i>	A a	<i>H</i>	<i>h</i>	H h
<i>B</i>	<i>b</i>	B b	<i>I</i>	<i>i</i>	I i
<i>C</i>	<i>c</i>	C c	<i>J</i>	<i>j</i>	J j
<i>D</i>	<i>d</i>	D d	<i>K</i>	<i>k</i>	K k
<i>E</i>	<i>e</i>	E e	<i>L</i>	<i>l</i>	L l
<i>F</i>	<i>f</i>	F f	<i>M</i>	<i>m</i>	M m
<i>G</i>	<i>g</i>	G g	<i>N</i>	<i>n</i>	N n

Capital.	Small.	Equivalent.	Capital.	Small.	Equivalent.
<i>O</i>	<i>o</i>	O o	<i>U</i>	<i>ü</i>	U u
<i>P</i>	<i>p</i>	P p	<i>V</i>	<i>v</i>	V v
<i>Q</i>	<i>q</i>	Q q	<i>W</i>	<i>w</i>	W w
<i>R</i>	<i>r</i>	R r.	<i>X</i>	<i>x</i>	X x
<i>S</i>	<i>s</i>	S s (sz)	<i>Y</i>	<i>y</i>	Y y.
<i>T</i>	<i>t</i>	T t.	<i>Z</i>	<i>z</i>	Z z

UMLAUTS.

Ä ä *Ö ö* *Ü ü*

EXAMPLES.

Abend, Laim, Lior,
 Kauf, froh, Flapfe, Gafist,
 Gälfta, Igr, Jafu, Blais,
 Laid, Monat, Noember,
 Antal, Pfund, Qualla,
 Rost, Tjiler, Yal, Un.
 berfan, Regel, Winter,
 Kantippa, Yacht, Juvölftal.

find, zwei, drei, vier, fünf,
 feyb, sieben, acht, neun, zehn.

1. Der Sohn des Mannes. 2. Der
Mutter und der Tochter. 3. Der
Gärtner ist in dem Garten. 4. Das
Haus ist neu. 5. Wir sind jung.
6. Das Kind ist in dem Garten. 7. In der
Gasse. 8. Die Tochter ist jung, aber
die Mutter ist alt. 9. Ist das Haus
rot? 10. Das Kind. Leise.

So haben die Kinder zusammen,
sie war ihm oft zu still, er war
ihm oft zu fest, aber sie ließen
sich nicht von einander, fast
alle. Sie spürten trüben sie, die
Lust in den Zimmern ihrer Mütter,
kommen in Lief und Lief.

NOUNS.

229. Masculines of the first class (cf. § 97), which modify in the plural: —

Acker, *field*, Apfel, *apple*, Boden, *floor*, Bogen, *bow*, Bruder, *brother*, Faden, *thread*, Garten, *garden*, Graben, *ditch*, Hafen, *harbor*, Hammel, *ram*, Hammer, *hammer*, Handel, *business*, Laden, *shop*, Mangel, *want*, Mantel, *cloak*, Nabel, *navel*, Nagel, *nail*, Ofen, *stove*, Sattel, *saddle*, Schaden, *harm*, Schnabel, *beak*, Schwager, *brother-in-law*, Vater, *father*, Vogel, *bird*. Some of the above words are occasionally not modified, and some other words not noted here are occasionally modified in the plural.

230. Nouns of the Second Class (cf. § 104): —

a. Monosyllabic masculines of the second class, which do not modify in the plural: —

Äal, *eel*, Äar, *eagle*, Arm, *arm*, Besuch, *visit*, Born, *fountain*, Dachs, *badger*, Dolch, *dagger*, Docht, *wick*, Dom, *cathedral*, Dorn, *thorn*, Druck, *print*, Forst, *forest*, Grad, *degree*, Gau, *province*, Gaum, *palate*, Hall, *sound*, Halm, *stalk*, Hauch, *breath*, Huf, *hoof*, Hund, *dog*, Kran, *crane*, Lachs, *salmon*, Laut, *sound*, Luchs, *lynx*, Lump, *ragamuffin*, Mord, *murder*, Ort, *place*, Park, *park*, Pfad, *path*, Pfau, *peacock*, Puls, *pulse*, Punkt, *point*, Punsch, *punch*, Quast, *tassel*, Schuft, *wretch*, Schuh, *shoe*, Staar, *starling*, Stoff, *stuff*, Takt, *time*, Tag, *day*, Thron, *throne*, Tod, *death*, Trupp, *troop*, Tusch, *flourish*, Versuch, *trial*. There are variations in usage as noted in the preceding paragraph.

b. Feminines belonging to the second class : —

Angst, *anxiety*, Axt, *ax*, Bank, *bench*, Braut, *bride*, Brunst, *fervor*, Brust, *breast*, Faust, *fist*, Flucht, *flight*, Frucht, *fruit*, Gans, *goose*, Gruft, *vault*, Gunst, *favor*, Hand, *hand*, Haut, *skin*, Kluft, *cleft*, Kraft, *strength*, Kuh, *cow*, Kunst, *art*, Laus, *louse*, Luft, *air*, Lust, *pleasure*, Macht, *might*, Magd, *maid*, Maus, *mouse*, Nacht, *night*, Naht, *seam*, Not, *need*, Nuß, *nut*, Sau, *sow*, Schnur, *string*, Schwellst, *swelling*, Stadt, *city*, Wand, *wall*, Wurst, *sausage*, Zucht, *training*, Zunft, *guild*; with variations in usage as before.

c. Monosyllabic neuters belonging to the second class : —

Beet, (*flower*) *bed*, Beil, *hatchet*, Bein, *leg*, Boot, *boat*, Brot, *bread*, Ding, *thing*, Erz, *ore*, Fell, *hide*, Fest, *feast*, Gift, *poison*, Haar, *hair*, Heer, *army*, Heft, *exercise-book*, Jahr, *year*, Joch, *yoke*, Knie, *knee*, Kreuz, *cross*, Los, *lot*, Maß, *measure*, Meer, *ocean*, Paar, *pair*, Pferd, *horse*, Pfund, *pound*, Pult, *desk*, Recht, *right*, Reh, *roe*, Reich, *empire*, Riff, *reef*, Rohr, *reed*, Roß, *steed*, Salz, *salt*, Schaf, *sheep*, Schiff, *ship*, Schwein, *swine*, Seil, *rope*, Sieb, *sieve*, Spiel, *play*, Stück, *piece*, Tier, *animal*, Thor, *gate*, Werk, *work*, Zelt, *tent*, Zeug, *stuff*, Ziel, *goal*; with variations in usage as before.

231. Masculines and polysyllabic neuters belonging to the third class (cf. § 113) : —

Masculines: Bösewicht, *scamp*, Geist, *spirit*, Gott, *God*, Leib, *body*, Mann, *man*, Ort, *place*, Rand, *edge*, Vormund,

guardian, Wald, *forest*, Wurm, *worm*; neuters: Gemach, *apartment*, Gemüt, *mind*, Geschlecht, *sex*, Gesicht, *face*, Gespenst, *spectre*, Gewand, *garment*, Regiment, *regiment*, Hospital, *hospital*. (Also nouns in -tum). There are some variations in usage as before.

232. Weak monosyllabic masculines (cf. § 119):—

Ahn, *forefather*, Bär, *bear*, Bursch, *young fellow*, Christ, *Christian*, Fink, *finch*, Fürst, *prince*, Graf, *count*, Held, *hero*, Herr, *gentleman*, Hirt, *shepherd*, Mensch, *man*, Mohr, *Moor*, Narr, *fool*, Nerv, *nerve*, Och, *ox*, Prinz, *prince*, Schenk, *cupbearer*, Schöps, *wether*, Spatz, *sparrow*, Strauß, *ostrich*, Thor, *fool*.

233. Masculines with defective stem (cf. § 127):—

Fels, *cliff*, Friede, *peace*, Funke, *spark*, Gedanke, *thought*, Glaube, *belief*, Haufe, *heap*, Name, *name*, Same, *seed*, Wille, *will*, Schade, *harm*; also das Herz, *the heart*.

234. Words belonging to the mixed declension (§ 128):—

Masculines: Bauer, *peasant*, Bevatter, *godfather*, Lorbeer, *laurel*, Mast, *mast*, Muskel, *muscle*, Nachbar, *neighbor*, Pantoffel, *slipper*, Schmerz, *pain*, See, *lake*, Staat, *state*, Stachel, *goad*, Strahl, *ray*, Unterthan, *subject*, Vetter, *cousin*, Zierrat, *ornament*; neuters: Auge, *eye*, Bett, *bed*, Ende, *end*, Hemd, *shirt*, Ohr, *ear*, Weh, *pain*; also some nouns of foreign origin, especially those ending in unaccented or (which shift the accent in the plural. Thus: Profes'sor, *pl.*, Professoren). There are variations in usage as before.

VERBAL FORMS.

235. As the verbal forms have been scattered through the Lessons, a series of synopses is here given for more convenient reference.

a. Synopsis of *haben*: —

PRINCIPAL PARTS.

haben, *hatte*, *gehabt*

PRESENT.

Indicative (§ 61).

Subjunctive (§ 162).

du *hast*

du *habeſt*

PRETERIT.

du *hatteſt*

du *hätteſt*

PERFECT (§ 80).

du *haſt gehabt*

du *habeſt gehabt*

PLUPERFECT.

du *hatteſt gehabt*

du *hätteſt gehabt*

FUTURE.

du *wirſt haben*

du *werdeſt haben*

FUTURE PERFECT.

du *wirſt gehabt haben*

du *werdeſt gehabt haben*

CONDITIONAL.

CONDITIONAL PERFECT.

du *würdeſt haben*

du *würdeſt gehabt haben*

IMPERATIVE.

habe, *habet*
haben Sie

INFINITIVES.

haben

gehabt haben

PARTICIPLES.

habend

gehabt

b. Synopsis of *sein* : —

	PRINCIPAL PARTS.
<i>sein</i> ,	<i>war</i> , <i>gewesen</i>
	PRESENT.
<i>Indicative</i> (§ 56).	<i>Subjunctive</i> (§ 174).
du bist	du seiest
	PRETERIT.
du warst	du wärest
	PERFECT (§ 85).
du bist gewesen	du seiest gewesen
	PLUPERFECT.
du warst gewesen	du wärest gewesen
	FUTURE.
du wirst sein	du werdest sein
	FUTURE PERFECT.
du wirst gewesen sein	du werdest gewesen sein
CONDITIONAL.	CONDITIONAL PERFECT.
du würdest sein	du würdest gewesen sein
	IMPERATIVE.
	sei, seid
	seien Sie
	INFINITIVES.
<i>sein</i>	<i>gewesen sein</i>
	PARTICIPLES.
<i>seind</i>	<i>gewesen</i>

c. Synopsis of *werden* : —

	PRINCIPAL PARTS.
<i>werden</i> ,	<i>wurde</i> , <i>geworden</i> .

	PRESENT.
<i>Indicative</i> (§ 79).	<i>Subjunctive</i> (§ 175).
du wirfst	du werdest
	PRETERIT.
du wurdest (wardst)	du würdest
	PERFECT (§ 89).
du bist geworden	du seiest geworden
	PLUPERFECT.
du warst geworden	du wärest geworden
	FUTURE.
du wirst werden	du werdest werden
	FUTURE PERFECT.
du wirst geworden sein	du werdest geworden sein
CONDITIONAL.	CONDITIONAL PERFECT.
du würdest werden	du würdest geworden sein
	IMPERATIVE.
	werde, werdet
	werden Sie
	INFINITIVES.
werden	geworden sein
	PARTICIPLES.
werdend	geworden

d. Synopsis of a Weak Verb : —

	PRINCIPAL PARTS.
	loben, lobte, gelobt
	PRESENT.
<i>Indicative</i> (§ 73).	<i>Subjunctive</i> (§ 170).
du lobst	du lobest

du lobtest

du lobtest

PRETERIT.

du habst gelobt

du habest gelobt

PERFECT (§ 81).

du hättest gelobt

du hättest gelobt

PLUPERFECT.

du wirst loben

du werdest loben

FUTURE.

du wirst gelobt haben

du werdest gelobt haben

FUTURE PERFECT.

CONDITIONAL.

du würdest loben

CONDITIONAL PERFECT.

du würdest gelobt haben

IMPERATIVE.

lobe, lobet

loben Sie

INFINITIVES.

loben

gelobt haben

PARTICIPLES.

lobend

gelobt

e. Synopsis of a Strong Verb: —

PRINCIPAL PARTS.

singen,

sang,

gesungen

PRESENT.

Indicative (§76)*Subjunctive* (§ 170).

du singst

du singest

PRETERIT.

du sangst

du fängest

PERFECT (§ 81).

du hast gesungen du habest gesungen

PLUPERFECT.

du hattest gesungen du hättest gesungen

FUTURE.

du wirst singen du werdest singen

FUTURE PERFECT.

du wirst gesungen haben du werdest gesungen haben

CONDITIONAL.

CONDITIONAL PERFECT.

du würdest singen du würdest gesungen haben

IMPERATIVE.

singe, singet
singen Sie

INFINITIVES.

singen gesungen haben

PARTICIPLES.

singend gesungen

f. Compound Tenses of a Verb with sein : —

PERFECT.

Indicative (§ 91).

Subjunctive (§ 176).

du bist gekommen du seiest gekommen

PLUPERFECT.

du warst gekommen du wärest gekommen

FUTURE.

du wirst kommen du werdest kommen

FUTURE PERFECT.

du wirst gekommen sein du werdest gekommen sein

CONDITIONAL.

du würdest kommen

CONDITIONAL PERFECT.

du würdest gekommen sein

INFINITIVE.

gekommen sein.

PARTICIPLE.

gekommen.

NOTE. — Inseparable and separable verbs, reflexives, impersonals, the passive voice, and the modal auxiliaries may be found consecutively treated in the Lessons.

STRONG VERBS.

236. The strong verbs are here given, arranged in classes according to the vowel of the preterit and past participle. Sufficient information is given in § 77 to guide in the formation of the imperative. Whenever the preterit or past participle has some irregularity in spelling or otherwise, the form is given. Regular forms are not given. The second and third persons singular of the present indicative are also given whenever they change their vowel. Observe that the infinitive, preterit, and past participle have each a different vowel in §§ 237 and 238, that the infinitive and past participle have the same vowel in §§ 239–243 (with a few exceptions), and that the preterit and past participle have the same vowel in the remaining verbs. The auxiliary is understood to be *haben* unless *ſ.* (*ſein*) is noted.

237. Preterit *a*, Past Participle *u* : —binden, *bind*gelingen, *ſ.*, *succeed* (only in
third singular)dringen, *ſ.*, *press*finden, *find*flingen, *† sound*

mißlingen, <i>fail</i> (see <i>ge-</i> lingen)	finfen, <i>ſ.</i> , <i>sink</i>
ringen, * <i>wring</i>	ſpringen, <i>ſ.</i> , <i>spring</i>
ſchlingen, <i>sling</i>	ſtinken, * <i>stink</i>
ſchwinden, * <i>ſ.</i> , <i>vanish</i>	trinken, * <i>drink</i>
ſchwingen, * <i>swing</i>	winden, <i>wind</i>
ſingen, <i>sing</i>	zwingen, <i>force</i>

NOTE. — Verbs marked * have u occasionally in the preterit.

238. Preterit a, Past Participle o : —

befehlen, * <i>command</i> , -ſiehlſt, -ſiehlſt	ſtehlen, * <i>steal</i> , ſtiehlſt, ſtiehlſt
bergen, † <i>conceal</i> , birgſt, birgt	ſterben, † <i>ſ.</i> , <i>die</i> , ſtirbſt, ſtirbt
berſten, * <i>ſ.</i> , <i>burst</i> , birſteſt, birſt	treffen, <i>hit</i> , triſſſt, triſſt; pret., traf
brechen, <i>break</i> , brichſt, bricht	verderben, † <i>spoil</i> , -dirbſt, -dirbt (trans. usually weak)
empfehlen, * <i>recommend</i> (see befehlen)	werben, † <i>sue</i> , wirbſt, wirbt
gebären, <i>bear</i> , -bierſt, -biert	werfen, † <i>throw</i> , wirffſt, wirft
gelten, * <i>be worth</i> , giltſt, gilt	
helfen † (dat.), <i>help</i> , hilffſt, hilſt	beginnen, * <i>begin</i>
nehmen, <i>take</i> , nimmſt, nimmt;	gewinnen, * <i>win</i>
P. P., genommen	rinnen, * <i>ſ.</i> , <i>flow</i>
ſchelten, * <i>scold</i> , ſchiltſt, ſchilt	ſchwimmen, * <i>ſ.</i> , <i>swim</i>
* ſprechen, <i>ſpeak</i> , ſprichſt, ſpricht	ſinnen, * <i>think</i>
ſchrecken, <i>be afraid</i> , ſchrickſt, ſchrickt (transitive weak)	ſpinnen, * <i>spin</i>
- ſtechen, <i>stick</i> , ſtickſt, ſticht	kommen, <i>ſ.</i> , <i>come</i> ; pret., kam

NOTE. — Verbs marked * have ü and those marked † have ü very commonly instead of ä in the preterit subjunctive. The preterit indicative of these verbs occasionally has o or u instead of a.

239. Preterit a, Past Participle e : —

bitten, <i>beg, ask</i> ; pret., bat,	genejen, <i>recover</i>
p. p., gebeten	geschehen, <i>happen</i> , es ge-
liegen, <i>lie</i>	schieht (only in 3d sing.)
sitzen, <i>sit</i> ; pret., saß; p. p.,	lesen, <i>read</i> , liesest, liest
gesehen	messen, <i>measure</i> , mißt, mißt
essen, <i>eat</i> , ißt, ißt; p. p., ge-	sehen, <i>see</i> , siehst, sieht (im-
geffen	per. also siehe)
fressen, <i>eat</i> , frißt, frißt	treten, <i>tread</i> , trittst, tritt
geben, <i>give</i> , giebst, giebt	vergeffen, <i>forget</i> , -gißt,
	-gißt

NOTE. — In the second singular issest, frissest, etc., may be used instead of the form given, ißt, frißt, etc. A of the preterit is here long; so the subjunctive is äße, fräße, etc. (cf. §44).

240. Preterit u, Past Participle a : —

backen, <i>bake</i> , bäckt, bäckt;	tragen, <i>carry</i> , trägst, trägt
pret., buß (often weak	wachsen, <i>grow</i> , wäch(st)e, st,
except in past parti-	wächst
ciple)	waschen, <i>wash</i> , wäch(e)st,
fahren, <i>drive</i> , fährt, fährt	wächst.
graben, <i>dig</i> , gräbst, gräbt	
laden, <i>load</i>	stehen, <i>stand</i> ; pret., stand;
schaffen, <i>create</i>	p. p., gestanden (pret.
schlagen, <i>strike</i> , schlägst, schlägt	formerly stund)

241. Preterit ie, Past Participle a : —

blasen, <i>blow</i> , blä(ie)t, bläst	lassen, <i>let</i> , läßt or lässest,
braten, <i>roast</i> , brätst, brät	läßt
fallen, <i>fall</i> , fälltst, fällt	raten, <i>advise</i> , rätst, rät
halten, <i>hold</i> , hältst, hält	schlafen, <i>sleep</i> , schläfst, schläft

245. Preterit ie, Past Participle ie : —

bleiben, <i>f.</i> , <i>remain</i>	ſchweigen, <i>be silent</i> (weak when meaning <i>silence</i>)
gedeihen, <i>f.</i> , <i>thrive</i>	
leihen, <i>lend</i>	ſpeien, <i>spit</i>
meiden, <i>avoid</i>	ſteigen, <i>f.</i> , <i>mount, rise</i>
preiſen, <i>praise</i>	treiben, <i>drive</i>
reiben, <i>rub</i>	weiſen, <i>show</i>
ſcheiden, <i>f.</i> , <i>part</i> (weak when meaning <i>sever</i>)	zeihen, <i>accuse</i> .
ſcheinen, <i>shine, seem</i>	heiſen, <i>bid, call</i> ; P. P., <i>ge-</i>
ſchreiben, <i>write</i>	heiſen
ſchreien, <i>scream</i>	

246. Preterit o, Past Participle o : —

a. Infinitive ie (ü).

biegen, <i>bend</i>	riechen, <i>smell</i>
bieten, <i>offer</i>	ſchieben, <i>shove</i>
fliegen, <i>f.</i> , <i>fly</i>	ſchießen, <i>shoot</i>
fliehen, <i>f.</i> , <i>flee</i>	ſchließen, <i>f.</i> , <i>slip</i> ; pret., ſchloß; p.p., geſchloffen.
fließen, <i>f.</i> , <i>flow</i>	ſchließen, <i>shut</i>
frieren, <i>freeze</i>	ſchnieben, <i>snort</i>
genießen, <i>enjoy</i>	ſieden, <i>boil</i> ; pret., ſott; P. P., geſotten
gießen, <i>pour</i>	ſprießen, <i>f.</i> , <i>sprout</i>
gießen (old inf. of füren)	ſtieben, <i>f.</i> , <i>disperse</i>
klieben, <i>cleave</i> (generally weak)	triefen, <i>drip</i> ; pret., troß; P. P., getroffen
kriechen, <i>f.</i> , <i>creep</i>	trügen, <i>deceive</i>
küren, <i>choose</i>	
lügen, <i>lie</i>	

verdrießen, *vex*
 verlieren, *lose*
 wiegen, *weigh*

ziehen, *draw*; pret., *zog*; p.
 p., *gezogen*

b. Infinitive e.

bewegen, (weak except when it means <i>induce</i>)	quellen, <i>gush</i> , quillst, quillst (transitive usually weak)
dreſchen, <i>thresh</i> , dricheſt, driſcht	ſcheren, <i>shear</i> , ſchierſt, ſchiert
ſechten, <i>fight</i> , ſich(t)ſt, ſicht	ſchmelzen, <i>melt</i> , ſchmilz(eſ)t, ſchmilzt (transitive usu- ally weak)
ſlechten, <i>twine</i> , ſlich(t)ſt, ſlicht ſlicht	ſchwellen, ſ., <i>swell</i> , ſchwillſt, ſchwillt (transitive weak)
heben, <i>raise</i> (pret. also <i>hub</i>)	weben, <i>weave</i>
ſtemmen, <i>press</i> (usually weak except in beſtemmen)	
melken, <i>milk</i> , milchſt, milcht	
pflegen, <i>practise, foster</i> (usu- ally weak)	

c. Infinitive in other vowels.

gären, <i>ferment</i>	ſchallen, <i>sound</i> (also weak)
glimmen, <i>gleam</i>	ſchnauben, <i>snort</i>
klimmen, ſ., <i>climb</i>	ſchrauben, <i>screw</i> (also weak)
löſchen, ſ., <i>extinguish</i> , liſch- eſt, liſcht (transitive weak)	ſchwären, <i>suppurate</i>
ſaufen, <i>drink</i> , ſäufft, ſäuft	ſchwören, <i>swear</i> (pret. also ſchwur)
ſaugen, <i>suck</i>	wägen, <i>weigh</i> (sometimes weak)

247. Preterit *u* (or rarely *a*), Past Participle *u*.

dingen, *engage*

ſchinden, *flay*

248. The following are irregular:

thun, *do*; pret., that; p. p., gethan
 werden, *f.*, *become*; cf. § 235 *c*
 sein, *be*; cf. § 235, *b*

249. The following may have the forms here indicated, but are usually weak: —

fasten, *fold*; past participle sometimes gefast
 fragen, *ask*; sometimes like fahren, but past participle always gefragt
 mahlen, *grind*; past participle gemahlen
 rächen, *avenge*; rarely strong like biegen except in past participle
 salzen, *salt*; strong only in past participle gesalzen
 spalten, *split*; strong only in past participle gespalten
 stecken, *stick*; rarely strong like stehen
 wirren, *confuse*; strong only in past participle verworren

NOTE. — Some of the strong verbs other than those so noted are occasionally weak or have variant forms.

250. Modal Auxiliaries: —

können, *can*; pres., kann, kannst, kann; pret., konnte;
 p. p., gekonnt
 mögen, *may*; pres., mag, magst, mag; pret., mochte;
 p. p., gemocht
 dürfen, *be permitted*; pres., darf, darfst, darf; pret.,
 durfte; p. p., gedurft
 müssen, *must*; pres., muß, mußt, muß; pret., mußte,
 p. p., gemußt

ſollen, *ought*; pres., ſoll, ſollſt, ſoll; pret., ſollte; p.
p., geſollt
wollen, *will*; pres., will, willſt, will; pret., wollte;
p. p., gewollt

NOTE. — The present indicative plural and the whole of the present subjunctive are made on the infinitive stem. The preterit subjunctive of können, mögen, dürfen, müſſen has the modified vowel. See Lesson XXVI.

251. Irregular Weak Verbs, Principal Parts: —

brennen, *burn*, brannte, gebrannt
kennen, *know*, kannte, gekannt
nennen, *name*, nannte, genannt
rennen, *run*, rannte, gerannt
ſenden, *send*, ſandte, geſandt (also regular)
wenden, *turn*, wandte, gewandt (also regular)
bringen, *bring*, brachte, gebracht (pret. subj., brächte)
denken, *think*, dachte, gedacht (pret. subj., dächte)
wiſſen, *know*, wußte, gewußt (pres. indic. sing., weiß,
weißt, weiß; pret. subj., wüßte)
haben, *have*, hatte, gehabt (cf. 235, a)

ALPHABETICAL LIST OF STRONG AND IRREGULAR VERBS.

252. In the following list the infinitive is given in each case, followed by the number of the paragraph of the Appendix in which the verb is to be found: —

baſſen, 240	beginnen, 238	beſten, 238
befehlen, 238	beißen, 244	bewegen, 246
befleißen, 244	bergen, 238	biegen, 246

bieten, 246	frieren, 246	flieben, 246
binden, 237	gären, 246	flimmen, 246
bitten, 239	gebären, 238	flingen, 237
blasen, 241	geben, 239	kneißen, 244
bleiben, 245	gebeihen, 245	knäipen, 244
bleichen, 244	gehen, 242	kommen, 238
braten, 241	gelingen, 237	können, 250
brechen, 238	gelten, 238	kriechen, 246
brennen, 251	genesen, 239	klären, 246
bringen, 251	genießen, 246	laden, 240
denken, 251	geschehen, 239	lassen, 241
dingen, 247	gewinnen, 238	laufen, 243
dröschén, 246	gießen, 246	leiden, 244
dringen, 237	gleichén, 244	leihen, 245
dürfen, 250	gleiten, 244	lesen, 239
empfehlen, 238	glimmen, 246	liegen, 239
essen, 239	graben, 240	löschén, 246
fahren, 240	greifen, 244	lügen, 246
fallen, 241	haben, 251	mahlen, 249
fasten, 249	halten, 241	meiden, 245
fangen, 242	hängen, 242	melften, 246
fechten, 246	hauen, 243	messen, 239
finden, 237	heben, 246	mißlingen, 237
flechten, 246	heißen, 245	mögen, 250
fliegen, 246	helfen, 238	müffen, 250
fliehen, 246	feifen, 244	nehmen, 238
fließen, 246	kennen, 251	nennen, 251
fragen, 249	fiesen, 246	pfeifen, 244
freffen, 239	flemmen, 246	pflegen, 246

preißen, 245	schließen, 246	spalten, 249
quellen, 246	schließen, 246	spreien, 245
räcken, 249	schlingen, 237	spinnen, 238
raten, 241	schmeißen, 244	spleißen, 244
reiben, 245	schmelzen, 246	sprechen, 238
reichen, 246	schnauben, 246	spreißen, 246
reißen, 244	schneiden, 244	springen, 237
reiten, 244	schnieben, 246	stechen, 238
rennen, 251	schrauben, 246	stechen, 249
ringen, 237	schrecken, 238	stehen, 240
rinnen, 238	schreiben, 245	stehlen, 238
rufen, 243	schreien, 245	steigen, 245
salzen, 249	schreiten, 244	sterben, 238
saufen, 246	schwären, 246	stieben, 246
saugen, 246	schweigen, 245	stinken, 237
schaffen, 240	schwellen, 246	stoßen, 243
schallen, 246	schwimmen, 238	streichen, 244
scheiden, 245	schwinden, 237	streiten, 244
scheinen, 245	schwingen, 237	thun, 248
schelten, 238	schwören, 246	tragen, 240
scheren, 246	sehen, 239	treffen, 238
schieben, 246	sein, 248	treiben, 245
schießen, 246	senden, 251	treten, 239
schinden, 247	sieden, 246	triefen, 246
schlafen, 241	singen, 237	trinken, 237
schlagen, 240	sinken, 237	trügen, 246
schleichen, 244	sinnen, 238	verderben, 238
schleifen, 244	sitzen, 239	verdrießen, 246
schleißen, 244	sollen, 250	vergeßen, 239

verlieren, 246	wenden, 251	wirren, 249
wachsen, 240	werben, 238	wissen, 251
wägen, 246	werden, 248	wollen, 250
waschen, 240	werfen, 238	zeichnen, 245
weben, 246	wiegen, 246	ziehen, 246
weichen, 244	winden, 237	zwingen, 237
weisen, 245		

INSEPARABLE PREFIXES.

253. The effect of the inseparable prefixes upon the meaning of words can not always be traced, but the following statement may be of assistance: —

Be (English *be*) is related to *bei*. It makes intransitive verbs transitive and usually changes the meaning or application of transitives. Thus: *bewohnen*, *to occupy*, *beschreiben*, *to describe*. It also makes transitive verbs from nouns and adjectives and then means *to provide with*, *make*. Thus: *befreunden*, *to befriend*, *befreien*, *to free*.

Ent usually signifies *separation* or *deprivation*. Thus: *entgehen*, *to escape*, *entlagen*, *to renounce*. It becomes *emp* in *empfangen*, *empfehlen*, *empfinden*.

Er often signifies *getting* or *passing into a condition*, or *obtaining* by the action of the verb. Thus: *erblaffen*, *to grow pale*, *erjagen*, *to get by hunting*.

Ge seems often to have no effect on the meaning of the verb, and at other times has such various significations that it is not further noticed here.

Ver signifies *forth*, *for*. It may mean a complete

carrying out of the idea of the verb, or it may convey the idea of *loss, perversion, privation*. Thus: *versprechen, to promise, verkennen, to mistake*.

DERIVATION OF VERBS, NOUNS, AND ADJECTIVES.

254. Derivation is the process of forming words from other words by the aid of prefixes, suffixes, or internal change of vowels and consonants. Two or more of these agencies may act together, although they are treated separately in the following paragraphs. The derivation of verbs, nouns, and adjectives is treated briefly here. There are, of course, words which do not come from other words by derivation or composition. These are called primitive words and are regularly monosyllables.

VERBS.

255. Verbs are derived: —

a. From other verbs by a change of the vowel of the root, or by a change of the final consonant, with or without vowel-change. Thus: *fällen, to fell, legen, to lay* from *fallen* and *liegen* (these are called *causative verbs*); *büden, to bend*, from *biegen, to bow*.

b. From nouns, usually without, and from adjectives, usually with vowel-change. Thus: *ſatteln, to saddle, töten, to kill*. Occasionally verbs are derived from other parts of speech in the same way.

c. By the inseparable prefixes. See § 253.

mich jedes Umstands, *I remember every circumstance.* 3. As the only object of certain verbs, corresponding to the direct object in English. Thus: Laß mich der neuen Freiheit genießen, *let me enjoy the new freedom.*

d. In a few other constructions which need not to be further noted here.

DATIVE.

265. The dative is commonly the indirect object of a verb, as has been frequently illustrated in the exercises. It stands, however, in other constructions: — •

a. As the so-called *dative privative*. This is really only an indirect object. The corresponding verb is usually followed by *from* in English. Thus: Die Spitzbuben haben mir alles genommen, *the rascals have taken everything from me.*

b. As the sole object of certain verbs, some of which are transitive in English. Thus: Er folgte mir, *he followed me.* Sometimes the dative in such constructions is due to the prepositional force of the prefixes ent, ab, an, auf, aus, etc. Thus: Er entging dem Feind durch die Flucht, *he escaped the enemy by flight.*

c. Dependent upon verbs in a looser and more remote relation, known as the *dative of interest, ethical dative, etc.* Thus: Schreiben Sie mir diesen Brief ab, *copy this letter for me.*

d. To denote the possessor. This is really the same as the preceding. Thus: Mir blutet das Herz, *my heart bleeds.* Commonly the definite article is used with the

noun in this construction, but occasionally the possessive is employed.

e. With certain adjectives, commonly such as are followed by *to* in English. Thus: *Der Kaiser war mir gnädig, the emperor was gracious to me.*

f. With about twenty prepositions. See § 214.

g. Occasionally in other constructions not noted here.

ACCUSATIVE.

266. Besides its common use as the direct object of a verb, the accusative is employed in other constructions:

a. The verbs *lehren, heißen, schimpfen, schelten, taufen*, and occasionally a few others, govern two accusatives. Thus: *Er lehrte mich die Grammatik, he taught me grammar.*

b. With a few adjectives. Thus: *ich bin es zufrieden, I am satisfied (with it).*

c. With certain prepositions. See § 214.

d. As an adverbial accusative to express *measure, extent, time*, answering to the questions *how much? how far? how long?* This has been illustrated in the accusative of time (cf. § 226); other illustrations are, *das kostet fünf Thaler, that costs five Thalers, wir gingen die Treppe hinunter, we went down stairs.*

SUMMARY.

The following summary of subjects treated in the preceding pages will perhaps meet satisfactorily all the purposes of an index and also be of assistance in reviewing systematically the facts of the grammar. References are to paragraphs. The vocabulary takes the place of a word index.

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